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ABSTRACT

Intended for use by individuals responsible for establishing and directing youth school/work programs, this manual presents the following ten functions important in any youth school/work program: enrollee entry, enrollee orientation; employer entry; employer orientation; matching and alignment; program monitoring; counseling; supportive services; program administration; and community linkages and public relations. The manual discusses each function in terms of activities to undertake and reaching specified objectives. Through presentation of eight models based on actual operations of In-School Neighborhood Youth Corps programs, the manual examines the following eight areas of emphasis: self-image development, vocational skills, enrollee involvement, income maintenance, community responsibility, academic skills, career exploration and workmanship training. (Author/LAA)

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A GUIDE TO LOCAL STRATEGIES AND METHODS

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IN-SCHOOL YOUTH MANPOWER

A GUIDE TO LOCAL STRATEGIES AND METHODS

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Intended to be useful to those individuals responsible for establishing and directing youth school/work programs, this manual is divided into two sections. The first presents 10 modules or important functions of any youth school/work program. Each module is discussed in terms of "what" activities should be undertaken and "how" these activities can be accomplished. The second section presents eight areas of emphasis, or models, which may be used in considering alternative strategies in establishing a program. Each of the eight models is based on actual operations of In-School NYC programs, and indicates the relative importance of the modular activities discussed in the first section.

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IN-SCHOOL YOUTH MANPOWER

A Guide to Local Strategies and Methods

Final Report on the
Survey and Analysis of
Innovative In-School
Neighborhood Youth Corps
Program Models

to

U.S. Department of Labor
under
Contract No. 42-26-72-09

Report By:

Systems Research Incorporated
1204 Commerce Center Building
Lansing, Michigan 48923

June, 1973

This report on the Survey and Analysis of Innovative In-School Neighborhood Youth Corps Program Models was prepared for the Manpower Administration, U.S. Department of Labor, under research and development contract number 42-26-72-09. The study was conducted by Systems Research Incorporated, Lansing, Michigan.

Since organizations conducting research and development projects under Government sponsorship are encouraged to express their own judgment freely, this report does not necessarily represent the official opinion or policy of the Department of Labor. Systems Research Incorporated is solely responsible for the contents of this report.

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INTRODUCTION

This document is intended as a "How To Do It" manual to be used by individuals charged with the responsibility of establishing and directing local-level youth school/work programs.

The information for this manual has been gathered through a survey and analysis of innovative In-School Neighborhood Youth Corps programs. The objectives of In-School NYC have been to help disadvantaged youth complete their high school educations and to increase their future employability. The future of In-School NYC as a categorical program is unclear since funds for such programs are slated to become part of the block manpower revenue sharing grant in fiscal 1974. The basic function of youth school/work programs similar to In-School NYC will probably continue, but may receive its impetus from another level of government.

If such reorganization occurs, certain policy issues for which clear guidelines were established under NYC may need consideration such as:

1. Should private as well as public sector employers be utilized?
2. What criteria for determining the eligibility and selection of enrollees will be appropriate?
3. What types of enrollee job assignments will be encouraged?
4. What guidelines for wages and working hours will be established?
5. What supportive services will be incorporated into the program?

The function of this manual is to provide guidance to those individuals who must establish and direct youth school/work programs. The manual itself is divided into two sections.

The first is composed of 10 modules or important functions of any youth school/work program.

Each module is composed of:

1. **What** activities are to be undertaken, and
2. **How** these activities can be successfully accomplished

The second section presents eight areas of emphasis, or models, which may be used in considering alternative strategies in establishing a program.

A youth school/work program which seeks to curtail the local high school dropout rate and to increase a young person's future employability might be successfully established and directed under the guidelines offered by this "How To Do It" manual.

SURVEY AND ANALYSIS

INNOVATIVE IN-SCHOOL NYC PROGRAM MODELS

SURVEY AND ANALYSIS
OF INNOVATIVE IN-SCHOOL NYC PROGRAM MODELS

Under contract to the U.S. Department of Labor (Contract No. 42-26-72-09), Systems Research Incorporated has conducted a study entitled "Survey and Analysis of Innovative In-School Neighborhood Youth Corps Program Models."

The study, of one-year duration, was begun June 30, 1972.

Primary purpose of the study was to design and develop a guideline manual for use by youth school/work program directors and other individuals and agencies concerned with the development and employability of young people from disadvantaged backgrounds. The resultant guideline manual — referring to this document — is based on field surveys of 31 NYC In-School programs that displayed innovative techniques or were otherwise determined to be particularly effective within a local context.

GENERAL PROGRAM DESIGN

Although the NYC In-School program has been defined elsewhere in this document, there are various generalities pertaining to a program of this type that are worth summarizing.

Young persons from disadvantaged backgrounds face special difficulties when it comes to continuing their high school educations. They have a very high tendency to drop-out of school. Further, they characteristically lack skills and habits desired by employers.

Therefore, the objectives of the program described in this manual are to encourage disadvantaged youth to remain in school and to provide them with the basic work experiences that will increase their chances for employment when they enter the labor market.

The program is intended to serve disadvantaged youth, male and female, between the ages of 14 and 21 who currently are in school but who have been identified as potential drop-outs.

The program is based on providing participating youth (enrollees) with part-time jobs so long as they continue to remain in school. Wages or stipends for the work they perform are paid directly to the enrollees.

Certain policy issues inevitably must receive attention, before a program of this nature may begin. For instance, state, regional and local manpower planning organizations have the responsibility to determine what populations, or segments of communities, are to be served in given areas, and how best the needs of these individuals may be met. In particular, the manpower organizations must address themselves to such issues as the types of employers that may participate in the program; the amount of wages or stipends to be paid to enrollees; and the qualifications for enrollment.

Jobs for enrollees might be found among public and private non-profit employers exclusively (as in the case of the NYC In-School program). Or they may be located among local private, profit-making concerns. Or they may come from combination of both sectors. It is a decision that must be made before the program may commence.

• SURVEY AND ANALYSIS

In the NYC program, wages are set at federal minimum wage levels and the enrollee is permitted to work a maximun of 15 hours per week. However, other programs may have cause to consider other wage standards and number of hours worked per week.

Criteria for enrollees and employers must be resolved before a program of this work may be implemented.

PROGRAM COMPONENTS

Patterned on the NYC In-School model, there are 10 basic components in a program of this type. The first half of this guideline manual defines these components, and their effective application, in detail. They represent specific functions that must be performed. As with the chain and its proverbial "weakest link," the program can only be as effective as its least effective component — or function.

Each component is further subdivided into respective activities. The following diagram depicts the 10 basic components, their subsections, and their relationship to one another.

The first four basic components (Enrollee Entry, Enrollee Orientation, Employer Entry, Employer Orientation) are concerned with securing the necessary participation to establish a workable program. The first two (enrollee-related) and the second two (employer-related) are parallel activities.

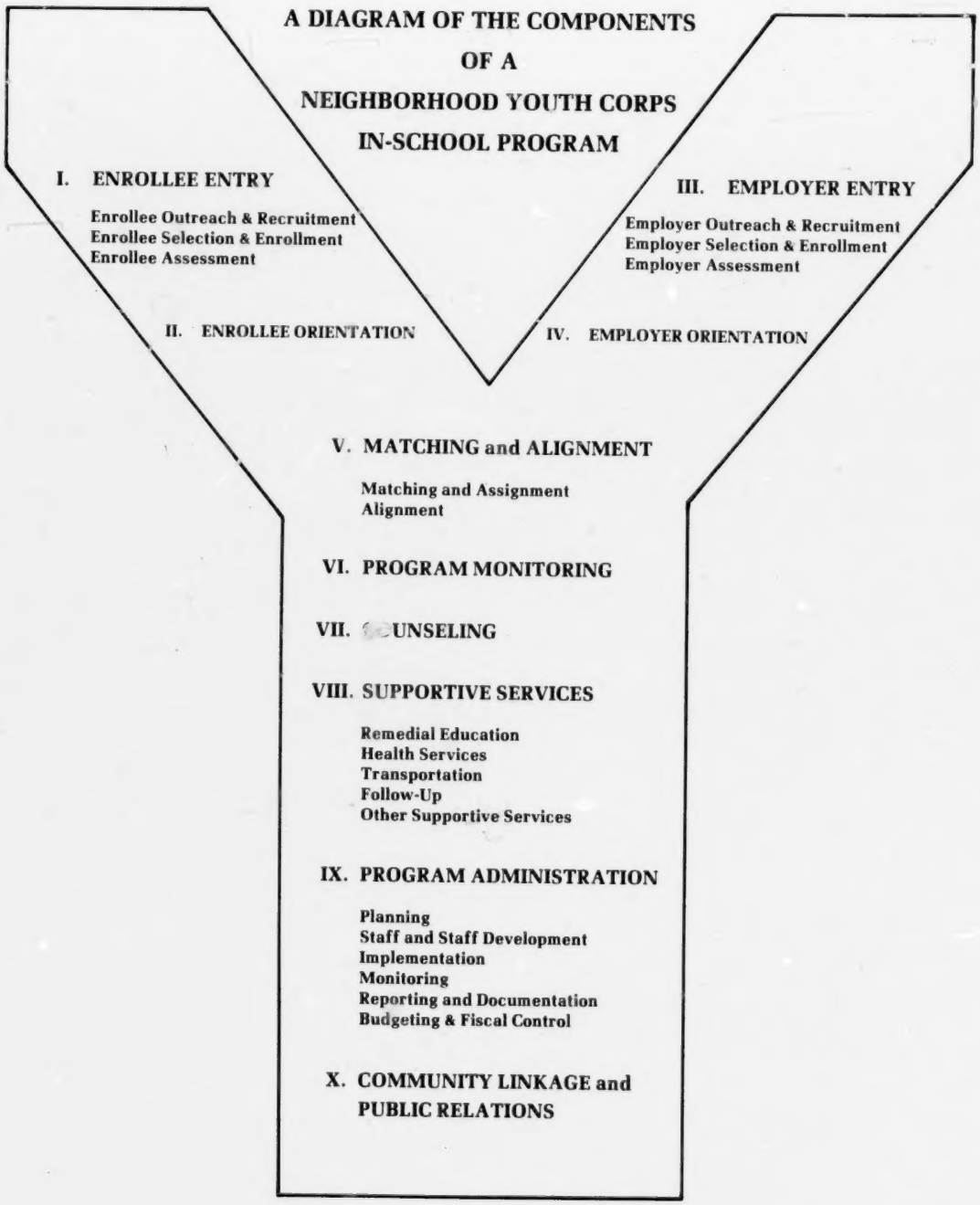
The fifth component (Matching and Alignment) entails the suitable coinvolvement of enrollee and employer for the purposes of determining mutually satisfactory job assignments and developing the enrollee's job-related skills, arts and behaviors.

The sixth, seventh and eighth components (Program Monitoring, Counseling, and Supportive Services) deal with important enrollee-level activities including personal observation and assessment. Their object is to determine and assure that the program is effective and that the enrollee gains as much benefit from the effort as is possible.

The ninth and tenth components (Program Administration, Community Linkage and Public Relations) are program-level functions. Technically, by their nature, they commence prior to enrollee and employer participation and continue through the program.

The success of any youth school/work plan program is dependent on the intelligent and coordinated implementation of these 10 basic functions.

• SURVEY AND ANALYSIS



PROGRAM AREAS OF EMPHASIS

There is always a number of alternative approaches available in problem-solving procedures. Such is the case ith the NYC In-School program. While the first section of this manual deals with essential components in the operation of a youth work/school program, the second section of the manual examines areas of emphasis.

Determined almost exclusively by local conditions, these areas — or alternate strategies — have been identified as a result of this study. They also illustrate degrees of variation and innovation that are helpful in assuring the success of any program.

Each area of emphasis has the same ultimate objectives: To keep disadvantaged youth in high school and to increase their employability. To achieve these objectives, three points of concentration are recommended:

1. Improve the ability of the enrollee.
2. Increase his motivation.
3. Expand his knowledge, or comprehension, of the world around him.

The enrollee's ability should be considered in two parts, aptitude and skills. While aptitude maybe innate and not teachable, skills — both job-related and academic — can be learned.

In the matter of increasing motivation, two forms of reward may be offered: extrinsic, to mean coming from a source outside the individual and including primarily money; and intrinsic, meaning something derived from within the individual and including pride, responsibility, prestige and dignity.

Greater knowledge of the world about him, and what that world has to offer — as well as whether the enrollee is capable of taking advantage of new opportunities — can be transferred in three categories: a) knowledge of career alternatives; b) knowledge of work standards and habits; c) knowledge of the 'system'.

No single program is capable of dealing equally with all three, for reasons such as budgetary limitations, varying local conditions, and the nautre of the enrollee or employer groups.

Therefore certain areas of emphasis must be developed. This study brought to light eight distinct areas of emphasis which offer alternate strategies that take advantage of local strengths. Each area of emphasis represents an individual program oriented toward over-coming the enrollee's handicaps in the critical concentration points of ability, motivation, or knowledge.

Areas that concentrate on the **ability** of the enrollee emphasize:

—Vocational skills.

—Academic Skills.

Areas that concentrate on **motivation** emphasize:

—Enrollee involvement.

—Self-image development.

—Income Maintenance.

And areas that concentrate on **knowledge** emphasize:

—Career education.

—Community responsibility.

—Workmanship training.

Each area of emphasis may be used as a complete and independent approach, or certain areas may be interwoven prudently to develop a hybrid approach that best meets the unique needs of a local community.

Precise examples of each of these eight areas of emphasis, reported in anonymous form, help further in describing the individual programs — and in illustrating the degree of innovation each reflects.

PROGRAM COMPONENTS
IN DETAIL

ENROLLEE ENTRY

Enrollee Entry refers to those pre-job assignment activities which include Out-reach and Recruitment of potentially eligible youth, Selection and Enrollment of youth for full program participation, and Assessment of individual enrollee's abilities, interests and needs.

The activities in Enrollee Entry are essential to reach those severely disadvantaged youth who may not know of the program, to select systematically those youth with the greatest personal and economic need to participate in the program, and to assess adequately and accurately each enrollee's abilities, personal circumstances and interests.

Successful performance of Enrollee Entry activities can be expected to:

- Ensure that those youth who participate in the program are the ones who have the **greatest** need for the program.
- Establish performance plans for **each** individual enrollee that document 1) the needs and responsibilities of the enrollee, 2) the services to be provided by, and the responsibilities of the program staff, and 3) the goals and objectives of the enrollee during the program.

ENROLLEE OUTREACH AND RECRUITMENT

Enrollee Outreach and Recruitment refers to those activities which encompass all efforts to **identify, inform** and **attract** eligible youth to apply for participation in the program.

Direct active staff effort is necessary to seek out and assist eligible youth who may not know of the program or may be reluctant for various reasons to make application to the program.

Referrals

- Identify organizations and individuals to serve as referral sources. Other programs have used schools and school personnel, social welfare offices, employment service offices, parole board and probation officers, churches, civic or service clubs, former enrollees or enrollee drop-outs, local political persons and other community agencies.
- Contact organizations and individuals to explain 1) the objectives and services of the program, and 2) the "type" of youth eligible to participate; and to garner support for the program on an **ongoing basis.**
- Locate and initiate contact with referred youth to explain the program, the services available, and how to apply for participation. Meeting locations may include schools, the program office, homes, detention centers, local "haunts" and other agencies.
- Offer assistance in preparing application forms.

Advertisements

- Develop and deliver announcements and press releases to area newspapers, television and radio stations, and school public announcement systems. (Remember FCC regulations require broadcast media to devote some time to public service announcements.)
- Prepare posters, pamphlets or flyers for distribution and display in schools, other community agencies and business establishments. (Elaborate preparations are unnecessary.)
- Make sure to include the following information in all advertisements: what the program is about, who is eligible to participate, how and where interested youth may apply, and who to contact for further information.

- Advertisements will also further community linkage and public relations activities.

There may be problems associated with Outreach and Recruitment, such as:

Reluctant Parents

- Involve reluctant parents in the activities. Some programs arrange for home visits with parents to explain carefully the program and enlist their support.
- Emphasize the important role parents play in successful program participation. Some programs have organized groups of parents to facilitate communication and provide additional resources.
- There may be parents with language difficulties. In these instances programs have solicited the support of bilingual staff members, former enrollees and potential applicants to explain the program.

Budget Limitations

If you have budget limitations:

- Use veteran enrollees to assist staff in preparing advertisements.
- Ask for assistance from area schools. Some Programs have arrangements to use the school audio-visual resources.
- Try simple picture displays of program activities taken by staff members or former enrollees.
- Don't forget that "word of mouth" is a powerful method of advertising.

Unresponsive Agencies

There are ways to cope with unresponsive agencies:

- First, don't become discouraged. Most programs have found that good working relationships with other organizatins take time to develop.
- Explain that the program and the organization are usually assisting similar populations and that the youth are of mutual concern.
- Use NYC success stories and local former enrollees for additional impact.
- Try to secure individuals within organizations to donate some of their personal time to outreach and recruitment.

Hard-to-Locate Youth

Some prospective enrollees not currently attending school may want to return. They need support.

- Involve referral agencies and individuals who may have frequent contact with youth. Provide application forms to such agencies and individuals.
- Question former enrollees, program drop-outs and applicants as to the whereabouts of such individuals.
- Check the local places such youth most often frequent.

Taking Applications

Standardized or formal applications are necessary to gather information on each applicant for eligibility determination and final selection; to obtain background information on each applicant for Enrollee Assessment; and to insure adequate documentation of outreach and recruitment activities.

An example of a formal application form follows below. The form asks for enrollee and family information. In addition, by requiring the signature of a

A SAMPLE NYC IN-SCHOOL APPLICATION FORM

Instructions: Complete the attached application. Return it to your school office, State employment Service office or mail it before **September 1, 1972,** to the program office (address)

Applicant Information: (Print) Date of Birth:_____ Age: _____

Name:_____ _____ Social Security Number: _____
Last First M.I.

Address: Box___ City:_____ State:_____ County:_____ Zip Code: _____

Telephone Number:_____ Grade in School (This fall): _____

School Name:_____ Supt. or Principal of School: _____

Town: _____

Career Interest in Life:

List Your Favorite School Subjects:

List some types of work you have done:

_____

Family Information: (to be completed by Applicant's Parents or Guardian)

Family Size:_____ Household Size:_____ Location:_____ Farm-Ranch___ Non-Farm

Applicant's - Family Data:

Occupation

Mother's Name:_____ _____ Age:_____

Father's Name:_____ _____ Age:_____

OR

Guardian (Legal):_____ _____ Age:_____

Our annual income (estimated) is $_____ per year. This is an average of $_____ per month for a 12 month period.

Signature: Parent:_____ Source of Income: _____

Parent:_____ Welfare recipient? __yes __no

Guardian (Legal)_____

The applicant lives with his or her ( ) Parents ( )Guardian or _____

This information to the best of my knowledge is deemed to be correct.

_____(date)

Our program is a work training program. Enrollees in this program will be provided with paid work experiences and training during the school year and may be enrolled for a period of time not to exceed the time necessary for them to complete High School or its equivalent. Person's from low-income families who will be able to resume and maintain regular school attendance because of enrollment in this program who are permanent residents of the U.S.A. from low-income families, attending the 9th through 12th grades.

I,_____Parent or Guardian of _____ hereby permit my son or daughter to be considered for enrollment into the Neighborhood Youth Corps, a work training-work experience program. I understand that if accepted my son or daughter must comply with the CODE OF CONDUCT and other applicable regulations so applicable by the participating agency. I understand that my youth is covered by Workman's Compensation Insurance or other insurance only while he or she is actually at a work station and that the program is not responsible for youth A.W.O.L. from work stations. I understand that enrollees are to budget their earnings and save a major portion of earnings for school related expenditures I hereby agree to take an active role in helping my son or daughter adjust to the world of work. I agree to notify this office if for some reason my son or daughter is unable to attend his or her work station according to schedule.

_____
Signed Parent or Guardian

parent or guardian, the program staff may ensure that parents/guardians will receive some information about the program as well as varify family income figures.

These are some additional steps you may wish to take:

Some Other Suggestions

- Some enrollees will require staff assistance to complete the application.
- To inform parents/guardians and secure their cooperation, arrange a meeting at a school or program office and request applicants and parents/guardians to attend for the purpose of completing forms.
- File **all** applications (after selection) for "waiting list" purpose.
- Some programs have held personal interviews with applicants when forms are completed to 1) make sure forms are filled out completely and accurately, and 2) gather additional information on each enrollee.
- In some instances, application taking is used to simulate actual job applications and interviews.
- Sites for distribution and collection of forms should be easily accessible and convenient for enrollees.

ENROLLEE SELECTION AND ENROLLMENT

Selection and Enrollment refers to those activites necessary to 1) determine the eligibility of applicants, 2) choose from the eligible applicants those youth with the greatest personal and economic need to participate, and 3) complete clerical procedures required to initiate full participation of those selected.

Past experience has shown that programs are usually confronted with more applicants than may be accommodated. By using a formal set of selection criteria, the staff can more systematically select those with the greatest need to participate in the program.

First, Determine the Eligibility of all Applicants

- Use the information found on each application form to answer the following questions: Does the applicant meet the **age requirement?** Is the applicant attending **school?** Does the applicant fit the **income guidelines?**
- When necessary, discretely verify family income with employers, welfare agencies, social security agencies, schools. This information must remain confidential.
- Notify in writing those applicants who do not meet the eligibility requirements.

Selecting Enrollees

The purpose of selection is to determine from among eligible applicants those youth who have the greatest personal and economic need for participation in the program. By using formal selection criteria, program staff can more systematically make selection decisions. (The selection criteria should be determined as a policy decision prior to program implementation.)

Examples of Selection Criteria Used by Similar Programs

- Potential for dropping out of school: poor grades, poor attendance, discipline problems, language difficulties, and age in grade.
- Special circumstances/special problems: emotional/attitudinal problems, delinquency problems, and others.
- Availability of alternative forms of assistance.

- Family circumstances/family problems.
- Ratio of household income to total number of individuals in household.
- Whether or not household members are receiving other types of public assistance.

Steps in Selection

- Determine whether or not criteria are to be weighted equally. If criteria are not weighted equally, determine the relative weights (or importance).
- Using the information gathered on application forms (and referral letters and personal interviews, if appropriate), apply the selection criteria to each eligible applicant.
- Identify those youth who meet the selection criteria and inform them of their selection.
- Complete all necessary clerical procedures, e.g. work permits, etc.
- Inform in writing those applicants who were not selected. Explain the reasons for the decision and the practice of placing their names on a "waiting list." Make appropriate referrals to other agencies, if possible.
- Document and file all information in a readily accessible central location.

A suggestion

- Similar programs have organized selection committees to assist staff in making selection decisions. These committees have included representatives from schools, businesses, law enforcement agencies, client groups, social welfare agencies, churches, and former enrollees.

ENROLLEE ASSESSMENT

Enrollee Assessment refers to activities which attempt to determine the individual enrollee's employment-related abilities, personal circumstances, and vocational interests in order to develop an individualized annual school/work plan for each enrollee.

An accurate and complete assessment of individual enrollee abilities, interests and needs will serve to 1) increase the probability of enrollee success in appropriate job assignments, 2) specify the responsibilities and performance of the enrollee, 3) detail the commitments of program staff, and 4) provide information for monitoring, counseling and supportive service activities.

Assessment Procedure

- Schedule an individual interview with each enrollee.
- Review each enrollee's application, school record, appropriate test results and any referral letters.
- Transfer necessary information from the review material to each enrollee school/work plan.
- Interview each enrollee to determine abilities, vocational interests, personal circumstances and qualities; discuss past work and program experience; and review school work schedule and other outside commitments.
- Determine if additional testing is necessary and arrange for or administer such testing.
- Review test results with the enrollee and identify problem areas and appropriate strategies for resolving them.

- Develop tentative goals and objectives with each enrollee in areas that need improvement.
- Review job-specifications (developed during Employer Entry) with each enrollee to identify potential jobs.
- Develop educational and career plans (or goals) with each enrollee.
- Document all information gathered during assessment in the school/work plan, and file.

Some Suggestions

Some Suggestions:

- Assessments may be completed in several short sessions rather than one lengthy interview.
- Examples of tests used by similar programs include: Strong Vocational Interest Test, Edwards Personality Inventory, Kuder Preference Test, General Aptitude Test Battery, Nielsen Reading Test, and California Mental Ability Test.
- Consider requesting the assistance of local employment service offices and/or schools to assist in test administration.
- School counselors and teachers may be asked to review selected information.
- Veteran enrollees have occasionally participated in assessment during the review of job-specifications to relate their work experiences.

Developing the School/Work Plan

School/Work Plan is a written schedule, based on enrollee assessment,that details the school and work hours, alignment activities, counseling and supportive services to be provided or arranged. The plan documents the commitments of both the enrollee and the program and the goals and objectives of the enrollee during the program. Remember:

Some Reminders

- The School/Work Plan is designed to outline the needs of the individual enrollee.
- Goals and objectives of each enrollee during the program should be set by the enrollee with the assistance of program staff.
- Some enrollees may be able to plan initially for short-term periods only. Reassessment of plans should be based on the changing needs of each individual enrollee.
- Some programs attach a list of resource individuals or agencies to each school/work plan for handy reference.
- When job-rotation and/or work sampling are part of the program, the plan should be reassessed at each job change.
- The program staff should provide positive reinforcement for enrollee goal/objective achievement (based on the plan).
- The information documented in the plan will be used in monitoring, counseling, matching and alignment, and supportive service activities.

SAMPLE SCHOOL/WORK PLAN FORMAT

SUGGESTED OUTLINE OF A SCHOOL/WORK PLAN

- **Background Information**
- **School Information**
  - School Record (grades, attendance)
  - Present School Schedule
  - Tentative Work Hours
  - Past Test Results
- **Vocational Interests**
- **Job-Related Assessment (Initial, Final)**
  - Ability to follow instructions
  - Appearance
  - Attitude toward work
  - Attendance and Punctuality
  - Cooperation
  - Inter-personal Relations
  - Dependability
  - Job Skills
  - Observance of Rules
  - Quality of Work
- **Tests Given**
  - Purpose
  - Results
  - Action (to be taken)
- **Limitations/Problems**
  - Academic
  - Employability
  - Personal
  - Social
  - Economic
  - Other
- **Special Supportive Services Needed**
  - Type
  - Organization to Provide Service
  - When Provided
  - Assessment
- **Goals and Objectives**
  - Tentative Goals (any area needing improvement)
  - Career Goals
  - Education Goals
  - Modifications (Type, Date, Remarks)
- **Job Assignment**
  - Date(s)
  - Title
  - Description of Responsibility
  - Supervisor
  - Employer Commitment
  - Location
  - Transfer (date, reasons)
- **Job Evaluation (on-going)**
- **Previous Program Experience**
  - Date
  - Program
  - Remarks
- **Previous Work Experience**
  - Date
  - Job Title
  - Brief Job Description
  - Pay
  - Reason for leaving
- **Termination**
  - Date

  Reasons for leaving
  - Remarks
- **Follow-Up Assistace**
  - Date
  - Type of Assistance
  - Remarks

ENROLLEE ORIENTATION

Enrollee Orientation refers to those pre-job assignment activities concerned with introducing the program staff and describing the program, explaining the administrative aspects of the program, and establishing mutual commitments to the program objectives.

New enrollees generally are unfamiliar with staff, the workings of the program, and the range of services offered by the program. As enrollees learn about the roles and responsibilities of program staff they also need to recognize and accept their own responsibilities in program participation.

Enrollee Orientation prior to job assignment ensures that enrollees are familiar with the program and how it operates, and that enrollees may fully utilize its resources. Enrollees gain a sense of personal responsibility and identify with the program by recognizing the respective roles and responsibilities of staff and participants.

How to Facilitate Enrollee Orientation:

In Enrollee Orientation the program director should consider planning, discussion topics, method of presentation, and evaluation of the activity.

PLANNING

In planning enrollee orientation activities the program director should:

- Assess the area and the enrollees.
- Identify resource people who may be involved.
- Decide whether orientation will be individual or small group in nature based upon: number of enrollees (the greater the number of enrollees the less feasible is individual orientation); staff time (the more staff time available the more easily individual orientation sessions can be held); and rural or urban service area (the more widely dispersed enrollees are, the more difficult it is to hold group sessions).
- Assign and train staff in conducting orientation. Some programs have used tape recordings of work orientation sessions to train responsible staff.
- Develop a written agenda or an enrollee handbook.
- Make sure that assigned staff members thoroughly understand the orientation content material before presentation.
- Notify enrollees of the approaching orientation session by a personally written announcement and/or through mass media. (Specify time and place and emphasize the importance of attending.)

HINT: Some programs have arranged a "buddy system" in which a veteran enrollee accompanies a new enrollee to orientation to reduce any fear of an unfamiliar situation.

EXAMPLES OF ENROLLEE ORIENTATION DISCUSSION TOPICS

Other programs have used the following topics:

- Describe the program operations.
- Explain the program's objectives and relate them to enrollee's experiences.
- Outline pertinent rules to avoid later conflict.
- Introduce the staff and explain their roles and responsibilities.

About Administrative Procedures

- Describe the potential benefits enrollees will receive from program participation.
- Explain the services available to enrollees through the program.
- Provide examples of potential jobs and activities.
- Explain salary procedures, social security deductions, time sheets, physical examinations and work permits (if applicable), and grievance procedures.

About Mutual Commitments

- Briefly outline enrollees' expected work habits, responsibilities and behavior.
- Clearly explain the staff's availability and commitment to the enrollees.
- Emphasize that the counseling program is important in building a working relationship between staff and enrollees.

New enrollees will be unfamiliar with the program, the staff and work experience. Inorder to make them feel more comfortable: create a relaxed informal atmosphere, make topical presentations brief, avoid using a classroom (choose a more informal location such as a community building,) and use easily understandable language (stick to the practical issues.)

SUGGESTED METHODS OF PRESENTATION

- Former enrollees may help conduct the orientation and tell their experiences. They may be able to communicate with new enrollees more effectively.
- Audio-visual aids may be used to highlight discussions. Overhead projectors, tape recorders or film equipment might be obtained through the cooperation of the school system.
- Prepared written agendas or enrollee handbooks focus attention on important issues. They can be used later by enrollees for reference.
- Encourage questions and reactions. Feedback assures greater understanding.
- Enhance the commitment process by involving new enrollees actively in orientation. They may sign forms which state that they understand program requirements, their civil rights, and that they accept their responsibilities.

ENROLLEE ORIENTATION EVALUATION

- The effectiveness of orientation activities should be evaluated by participants and staff members.
- Formal written evaluation forms may be completed during the first month of program participation.
- The evaluation forms should ask specifically about the clarity and helpfulness of orientation activities.
- Informal reactions should also be noted.
- Reactions and suggestions should be compiled. On the basis of those and other factors, modifications may be made in the orientation process.

EMPLOYER ENTRY

Employer Entry refers to outreach and recruitment of potential employers, selection and enrollment of suitable employers, and assessment of the identified jobs of suitable employers.

The activities in Employer Entry are essential to reach those employers who may not be aware of the program; to select systematically those suitable employers who can provide meaningful work experiences; and to assess adequately and accurately each identified job.

Successful performance of Employer Entry activities can be expected to:

- Ensure that those employers who agree to participate in the program are the most suitable ones.
- Establish individual job descriptions that document the requirements and responsibilities of the job, and the services to be provided and responsibilities of the employer (work supervisor).

EMPLOYER OUTREACH AND RECRUITMENT

Employer Outreach and Recruitment refers to all efforts to identify, inform and attract potential employers to the program.

Direct staff effort is necessary to seek out employers who are not familiar with the program, and to explain the program to them.

A policy decision is necessary to determine the types of employers to be used in the program. This decision must be made prior to program implementation.

First, Identify Potential Employers

- Establish a list (name, address, phone number, etc.) of employers in the area. Similar programs have used the following sources for information on public and private non-profit employers: United Fund directories; local or regional catalogs of human service organizations; telephone directories; individuals in such organizations as the welfare office, local employment service, service clubs, and community and neighborhood associations.
- Sources for private employers might include: local employment service offices; local chambers of commerce; city directories; telephone books, area development authorities; the National Alliance of Businessmen; and local service clubs.

Second, Make Initial Contact

- Using the list of potential employers, contact each one to arrange a meeting. Be sure to explain: the purpose of the meeting; objectives and services of the program; who will be representing the program; and anticipated outcomes of the meeting.

Some Tips

- Similar programs have first determined the major occupations presently in demand and those occupations which will be in future demand to ensure relevant work experience in the service area.
- Identify and contact as many employers as possible. A surplus and variety of employers will permit a choice of meaningful jobs.
- The advertising used to reach and recruit enrollees will also help inform potential employers.
- Program directors may arrange to speak before community organizations and service clubs to spark employer interest. Occasionally, former or veteran enrollees participate in such a presentation.

- Initial contact with and commitment from the chief executive of an organization will ensure better cooperation.
- Programs may include employer representation on advisory groups and special committees to enhance communication and increase outreach and recruitment efforts.
- Include unions in initial contact work if appropriate.

If you are having Outreach and Recruitment problems:

- First, don't get discouraged. Good working relationships with employers take time to develop.

Reluctant Employers

- Some programs have arranged meetings to bring reluctant employers and cooperative employers together to discuss the program, identify problems and suggest resolutions.
- Other programs develop a list of cooperative or veteran employers to help convince hesitant employers that they should participate.
- Trial periods may be arranged to enable prospective employers to evaluate the program on a short-term basis.
- Some pargrams have arranged group meetings for similar types of employers to explain the program and secure their cooperation.
- Some have used former and veteran enrollees to assist program staff in outreach and recruitment.
- Cooperative or veteran employers are asked to assist in identifying and contacting prospective employers.

Negative Past Experience

- Approach the problem directly and honestly. Discuss the negative experience with the employer and, by using examples of other employers, assure him that the program staff will work to provide a positive experience.
- Perhaps the employer needs assurance that he will be involved in all decision-making affecting him.
- Former enrollees may explain their past experiences to employers.
- Other suggested selling points include the fact that enrollees need work experience with reputable employers and only the joint efforts of the program and the employer will assure the program's success.

Contacting and Informing Employers

Meetings with potential employers are necessary to explain the objectives and services of the program; to describe the roles and responsibilities of participating employers; to gather background information on the employer, and to secure an agreement to cooperate with the program.

Suggested Points to Cover in Such a Meeting

- Program Introduction -- to the goals and objectives, and the services provided.
- Roles and responsibilities -- of the enrollee, the employer, work supervisor and the program staff.
- Employer background -- as to type; major service(s) provided or product(s) produced; general occupations in the organization; experience with other programs and younger workers; work environment; facility, caliber of work supervisors, and other work-site conditions.

- Types of jobs enrollees could perform.
- Employer's agreement to participate.
- Obtain some background information on potential employers prior to the meeting if possible. Some programs have used this information to prepare a list of suggested jobs enrollees could perform.

A Few Reminders

- Remember that this meeting literally is to "sell" the program. Similar programs have suggested the following themes: enrollees are in school and need an opportunity to succeed; enrollees need work experiences with reputable employers; the program and employers have civic responsibility to insure that all young people become productive members of the community.
- Encourage the employers to participate actively in the meeting by means of questions and answers.
- Remember to explain the job rotation process to employers, if appropriate.
- Explain that the agreement of intent to cooperate does not necessarily mean that the employer will be selected to participate in the program.
- Obtain thorough background information on each employer who agrees to participate and categorize this information for future reference.
- Some programs distribute brochures, pamphlets and other written materials to the employers.
- Other programs explain the job specification forms which will be used during employer assessment to describe each identified job.

Employer Selection and Enrollment

Employer Selection and Enrollment refers to those activities necessary to 1) determine the eligibility of employers, 2) identify potential job assignments offered by each eligible employer, 3) determine the suitability of each eligible employer and 4) secure the formal intent of all suitable employers to participate in the program.

Successful Employer Outreach and Recruitment should generate many formal employer agreements to cooperate. By using a formal set of selection criteria, the program staff members can more systematically select from eligible employers those most suited to participation, i.e. they will provide a variety of meaningful work experiences. It is important to remember to select a surplus of suitable employers to ensure that enrollees will have a choice of jobs.

First, determine the eligibility of all employers agreeing to cooperate.

- The criteria to determine eligiblility should be resolved as a policy decision prior to program implementation.
- Use the information collected on each employer during outreach and recruitment to determine the eligibility of employers.
- Notify in writing those employers who do not meet the eligibility requirements.

Selecting Suitable Employers

The purpose of selection is to determine the most suitable employers to **participate** in the program. Suitable employers will be **utilized** only if a successful job match is made during Matching and Alignment.

By using a set of formal selection criteria, program staff can more systematically make selection decisions.

Examples of Selection Criteria

- Meaningfulness of work experience—relationships to occupations in demand, types of challenge, prospects for training on the job, prospects of permanent employment.
- Quality of supervision.
- Quality of enrollee treatment—degree of teamwork, and ability and desire to work with youth.
- Convenience of facility
- Special circumstances—provision of "extras" such as work uniforms, physical exams, special equipment, extra hours of employer-paid work, job fairs.

Steps in Selection

- Determine if criteria are to be weighted equally. If not, determine the relative weight factors.
- Using the information gathered on potential employers during Employer Outreach and Recruitment, apply the selection criteria to each eligible employer.
- Identify those employers who meet the selection criteria and inform them of their selection.
- Secure from selected employers a letter of intent to participate. It should contain an understanding of the roles and responsibilities of the employer, the type of supervision that will be provided, a general agreement to provide appropriate training, and statement acknowledging the program as having overall authority of the enrollee.
- Inform in writing those employers who are not selected. Explain the reasons for this decision and the practice of placing their names on a reserve list.
- Document and store all information in a readily accessible central file.

Some Reminders

- A surplus of employers will ensure that enrollees will have a choice of both jobs and employers.
- Selection does not necessarily mean employers will participate.

EMPLOYER ASSESSMENT

Employer Assessment refers to development of Job specifications for each job identified. It also assures that an enrollee's placement in a job assignment will not conflict with any legal requirements.

Accurate and **complete** job descriptions are necessary for each job. They must specify the responsibilities of employers and work supervisors; provide information for Enrollee Assessment, Matching and Alignment, and Monitoring activities; and increase the success of appropriate job assignments. Employer Assessment establishes **job specifications** that document the requirements and responsibilities of the job and the commitments of the employer (work supervisor) to the enrollee and the program.

Assessment Procedure

- Schedule a meeting with each suitable employer. Include appropriate work supervisors whenever possible.

- Review the information available on each employer and make a preliminary identification of the job or jobs available with each employer.
- Transfer necessary information from the review to a job specification for **each** identified job.
- Discuss with each employer and work supervisor exactly what jobs will be available; the position and major tasks of a given job; the requirements necessary to perform a given job; and types of training to be provided by the employer/work supervisor; and the name of the work supervisor (and his alternate) for a given job.
- Review and finalize each job specification with the employer and work supervisor.
- Advise the employer that he will be notified when a job match is made.
- Document all information gathered during assessment in the job-specification form and file in a "job specification folder."

Some suggestions:

Some Suggestions

- Assessment may be performed in several short sessions if a number of job specifications are to be completed.
- Some programs have job upgrading procedures. These should be discussed during assessment and documented for a given job.
- Programs that have arranged school credit for work experience should review the job specifications with appropriate school personnel.
- The job specifications should be reviewed in light of federal and state child labor regulations to assure that they meet all legal requirements.
- The language of the job specifications should be **simple** and **specific** since the enrollees will use the documents later during Enrollee Assessment and Matching and Assignment.
- The information documented in the descriptions also will be used in Alignment and Monitoring activities.

Developing Job Specifications

Job specification is a term that refers to a written document identifying, describing and defining the specific requirements of a job by detailing the following: 1) the necessary attributes of the enrollee to perform the job; 2) the major tasks of the job; 3) the hours and working conditions of the job; and 4) the role and responsibilities of the work supervisor. The job specification lists the requirements and responsibilities of the job and the commitments of the employer and work supervisor.

Suggested Outline of a Job Specification

- Employer Information—Name of employer and/or organization, address, phone number, brief organizational description, location of the work-site, name and phone number of work supervisor and alternate work supervisor.
- Job Description—Position title, major tasks, hours of work, working conditions, training opportunities, job up-grading procedures.
- Job Requirements—Education, ability and skills, personal qualities and interests, physical and mental health, adaptability to working conditions, equipment and material handling capabilities.

- Supervisor Responsibilities—Duties, hours, etc.

Examples of Job Titles Used by Similar Programs

- Teacher's Aide
- Tutorial Aide
- Counseling Aide
- Library Aide
- Audio-Visual Aide
- Museum Aide
- Day-Care Aide
- Head Start Aide
- 4-H Agent Aide
- Secretarial Aide
- Switchboard Aide
- Data Processing Aide
- Hospital Aide
- Rehabilitation Aide
- Nurse's Aide
- Social Work Aide
- Law Enforcement Aide
- Dietary Aide
- Recreation Aide
- Forestry Aide
- Landscape Aide
- Game Warden Aide
- Building Maintenance Aide
- Carpentry Aide
- Auto Mechanic Aide
- Painter's Aide
- Printing Aide
- Photography Aide

NOTE: The only limitation on job titles and tasks is the level of staff effort devoted to Employer Entry.

EMPLOYER ORIENTATION

Employer Orientation refers to activities conducted on a group or individual basis which introduce to the employer (and work supervisor) the program staff, describe the program and its administrative aspects, and establish mutual commitments to the program objectives by the staff, the employer and the work supervisors. For the purpose of the following section, wherever the word "employer" appears think of it as meaning "work supervisor" too.

The employer is a particularly important link in operating any youth work experience program. Employers have frequent contacts with the enrollee, and have amply opportunity to reinforce desired behaviors and attitudes.

Successful Employer Orientation activities may be expected to assure that employers are familiar with the program and its operation; recognize their roles and responsibilities; are familiar with the roles and responsibilities of program staff members; and develop mutual commitments with the staff to the program.

TOWARD FACILITATING EMPLOYER ORIENTATION

In Employer Orientation, as in Enrollee Orientation, the program director should consider planning, discussion topics, method of presentation and evaluation of the activity.

Planning

In planning Employer Orientation activities the program director should:

- Assess the area and the work supervisors.
- Decide whether orientation will be held on an individual or group basis. Individual orientation is suggested except under the following circumstances: In urban areas when several work supervisors may be involved under the same employer; when staff time is limited; when the geographical location of supervisors makes group orientation more appropriate.
- Orientation must be arranged at a time and location convenient to the employer. The work-site is usually best because it is convenient and because a staff member may then observe the work-site before an enrollee is placed there. Such observation can contribute to Matching and Assignment.
- Deve[illegible] written agenda or employer handbook.
- Assign [illegible] and tr[illegible]n them in conducting orientation. Some programs have [illegible] tape recordings of orientation sessions. Assign staff members with w[illegible]loyers will have continuing contact.
- Make s[illegible] staff members familiarize themselves thoroughly with the orienta[illegible]tent material before presentation.
- Notify [illegible]yers about orientation personally or in a written announcen[illegible]. Specify time and place, and emphasize the importance of attendin[illegible]rientation session.

EXAMPLE

Topics fo[illegible]si[illegible]during employer orientation could include:

Program Description

- Program [illegible]ponsorship and organization.
- Goals/objectives
- The role of the employer.

- Characteristics of youth between 14 and 21.
- Special problems of disadvantaged youth.
- General work inexperience of youth.

These are the employer's responsibilities and also should be included in employer orientation:

Employer's Responsibilities

- Supervise enrollees.
- Help enrollees learn how to perform their jobs.
- Nurture proper enrollee work habits and job responsibility.
- Provide encouragement for work well done and constructive criticism when it is warranted.
- Complete time sheets accurately and on schedule.
- Report enrollee absenteeism or tardiness.
- Know what to do in case of accident.
- Complete periodic enrollee evaluation reports.
- Be available for meetings with the program staff.

Be sure to clarify the program's responsibilities to the employer:

Program Responsibilities to the Employer

- Provide any relevant information about the enrollee which would be helpful for supervision.
- Be available to assist when any problems arise.
- Involve employers in program decisions effecting enrollees under their supervision.

Suggested Method of Presentation

- Orientation may be the first contact between supervisors and staff. Initial contact can set the tone for future relationships between the supervisor and the program. Care should be taken to establish rapport by being sensitive to the concerns of the employer, answering questions promptly and in a candid and straightforward manner, creating a relaxed informal atmosphere, and by showing interest in the employer's business.
- Topical presentations should be clear and brief to emphasize the simplicity of requirements and to make optimal use of the employer's time. Bring samples of any necessary forms and explain their use.
- Audio-visual aids may be useful in the conduct of discussions. Overhead projectors, tape recorders or film equipment might be obtained from the school system.
- Prepared written agendas or employer handbooks focus attention on important issues. They can be used later for reference. Here are "Tables of Contents" from two such handbooks which could serve as outlines for developing similar handbooks.

SAMPLE TABLES OF CONTENTS, HANDBOOK FOR EMPLOYERS

Introduction 1
How Does The Program Work? 2
General Information 3-4
Work Permits
Lunch Break
School Schedules
Absenteeism
Enrollee Rights
Work Schedule 4-5
First Working Day
Payroll Information 5-8
Samples of Time Sheets
Instructions for Filling out Time Sheets
Counseling Sessions 9
Job Monitoring 9
Transfer and Termination 9
Holiday 10
Evaluation 10
Quitting the Job 10
Inquiries 10
Why Work-site Supervisor is Important to the Program's Success 11-12
Jobs that Enrollees Can Perform According to Their Age 13-15
List of Dates for Time Sheet Pick-Up and Check Delivery 16

Table of Contents

Welcome from Project Supervisor 3
General Description and Objectives of Program 5
How the Supervisor Can Help the Enrollee Succeed 6
Hints About Enrollees 7
Facts From Experts About Youth 8
Encouraging the Enrollee to See His Future 9
Copy of the Time Sheet 10
Timesheet Procedures 11
Hints to Understand the Enrollee 12
Copy of Enrollee Evaluation Sheet 13
Work Supervisor's Program Evaluation Sheet 14
Rules for Safety 15
Grievance Procedures 16
Civil Rights Under Federal Law 17
The Success of Similar Programs 18
Directory of Schools 19

The Employer has responsibilities to the enrollee. These include:

Employer Responsibilities To Enrollee

- Explain to the enrollee his specific work assignment role and responsibilities.
- Serve as models for enrollees concerning work habits and job responsibility.
- Support and encourage desired behavior. This also requires being tolerant of performance deficiencies.
- Be available to answer enrollees' questions.
- Devote the time and effort to teach enrollees the necessary skills to perform their jobs.
- Fulfill all commitments outlined in the original employer letters of agreement and under Job Specifications.

Employer Orientation Evaluation

The effectiveness of orientation activities should be evaluated by participants and staff members. Other steps include:

- Formal, written, evaluation forms may be completed during the first month of program participation.
- The evaluation forms should ask a series of questions about the clarity and helpfulness of orientation activities.
- Informal reactions should also be noted.
- Reactions and suggestions should be compiled on the basis of those and other factors; modifications may be made when necessary.

MATCHING AND ALIGNMENT

Matching and Alignment refers to those job assignment activities which encompass:

- Matching and Assignment of the most suitable and mutually satisfactory job for each enrollee and employer.
- Training for enrollees in the arts, skills and behaviors necessary to carry out their job responsibilities.

These activities must be performed wisely since a successful job assignment is based on a careful match of enrollee abilities, personal circumstances and vocational interests, and the employer's job requirements.

Though the enrollee's interests are always of prime importance, both the enrollee and the employer should have an opportunity to choose the work-site and the "employee" respectively. These choices should always be made with the assistance of program staff.

In addition, once enrollees have been assigned to jobs, they often will require training in work norms, habits and skills.

MATCHING AND ASSIGNMENT

The central activities in Matching and Assignment require the review of individual enrollee assessments in light of employer assessments to arrive at the most suitable and mutually satisfactory job assignment for each enrollee.

Matching enrollees and jobs should be undertaken by the program staff as soon as the enrollees and jobs have been carefully assessed.

The Matching Process

- School/work plans and job specifications are compiled during enrollee and employer assessment activities.
- Enrollees must read the job specifications or they may be described by the counselor. Enrollees determine their own perferences in light of their school/work plans.
- A program counselor should then discuss the job descriptions with each enrollee. Together, they consider the alternatives and choose two or three of the most suitable jobs.
- The counselor may set up meetings for the enrollee to observe the two or three chosen sites and to meet the employer at each site. The counselor should accompany the enrollee to the work site.
- Since employers may also want to interview enrollees, two or three enrollees may visit the job sites together.
- Counselors must discuss the job sites with the enrollees. Based on the counselors' knowledge of the jobs, the abilities and interests of the enrollees and the employers, they can assist enrollees in making appropriate choices.

A variety of factors must be considered based upon information gathered in **school/work plans and job specifications.**

- **Enrollee Factors:** Skills, job preferences, vocational interests, and special problems or circumstances.
- **Job Related Criteria:** Type of work, work environment, skill requirements, job responsibility, supervisor characteristics.

- **Logistical Information:** Availability of transportation, enrollee class schedule.

Formalized Assignment

Once a job has been chosen, the counselor and enrollee may meet with the employer again to further familiarize the enrollee with his role and responsibilities; develop a work schedule; formalize the assignment sheet; gain the employer's signature on a form stating the terms of the job and the acceptance of the employer's supervisory responsibilities; and identify a back-up supervisory individual.

Assignment Sheet Information

The counselor should provide both the enrollee and the employer with the following clearly written information: Location of the work-site; name of the employer and work supervisor; name of the enrollee; position title; duties involved; hours of work; etc.

School/Work Plan

Based on the particular enrollee, assignment modifications may be necessary in the school/work plan developed during enrollee assessment.

Planned Job Rotation

During Matching and Assignment activities, consideration should be given to planned job rotation. Enrollees may be re-assigned periodically to different jobs to expand their work experience.

Though job rotation is, in part, dependent on the developing abilities and interests of enrollees, some initial plans may be made:

- During employer assessment and matching activities, possibilities for multiple work experiences and job-upgrading (based on performance) under the same supervisor may be discussed. These plans should be considered by enrollees in job choice.
- Enrollees also may be given additional work experience through successive assignments in different work environments. Vocational interests and other job alternatives acceptable to the enrollees should be considered in planning such rotation.

Beginning the job

- If enrollees are new or uncomfortable about assuming their work assignments, counselors may accompany them to the work-site on the first day of assignment. Strong counselor support will make the transition much easier.
- In the case of veteran enrollees who have sufficient self-confidence and knowledge of the situation, counselors may send a letter of introduction with them to the work-site.

ALIGNMENT

Alignment refers to those training activities designed to assist enrollees in developing the arts, skills and behaviors necessary to carry out their job responsibilities. When enrollees are assigned to a job, they may face several difficulities such as:

- Inexperience with work itself.
- Unfamiliarity with the basic skills necessary for acceptable job performance.
- Unfamiliarity with working under supervision.

Alignment activities are concerned mainly with preparing enrollees to enter the world of work by providing them with the knowledge and skills necessary to

perform any job. Additional specialized skill training may be provided or arranged when necessary and feasible.

Enrollees may be assisted in adjusting to the work environment through training in:

- The basic skills necessary to perform specific job assignment responsibilities.
- Punctuality and attendance.
- Job responsibility and on-the-job conscientiousness.
- Working under supervision, following directions, acceptance of authority.
- Good working relationships with fellow employees.

Alignment Responsibilities

In facilitating the learning of necessary skills and work habits, the program and the employer have responsibilities to enrollees:

Program Responsibilities

- Identify in initial assessment activities any basic skills and work habits which enrollees lack.
- Familiarize enrollees with general employer expectations (during orientation). This process must be continued and made more specific to particular job assignments during alignment.
- Help enrollees choose a job (in Matching and Assignment) in which they can succeed based on their assessed abilities and interests.
- Provide enrollees with all necessary job related information during Matching and Assignment.
- Arrange or provide any supportive services (such as instruction in personal hygiene and grooming) which may help enrollees adjust to the work environment.
- Arrange (whenever feasible) a cooperative relationship between program services and schools, vocational training centers, or other training institutions. Through such cooperation enrollees will receive coordinated education and training. This also will prevent duplication of services.
- Help employers (particularly when several enrollees are assigned to one employer) initiate half-hour weekly skill training sessions under instruction of work supervisors or other employees.

PROGRAM MONITORING

The program monitoring function is a continuing process that assesses the fulfillment of commitments by staff, enrollee, employer and cooperating agency personnel. As problems are identified during monitoring activities, swift corrective action should be taken, if necessary.

Program monitoring is of central importance to the operation of a successful program and should be carefully planned and implemented.

An effective and efficient monitoring function will result in the elimination of crisis by resolving problems early. More efficient use of counseling and supportive services may be made by pinpointing needs of particular enrollees. Appropriate and timely reinforcement of individual achievements can lead to greater commitment to the goals of the program by enrollees and work supervisors. Finally monitoring which includes complete and useful documentation of past and present activities can facilitate better planning and coordination of program activities.

THE STRUCTURE OF PROGRAM MONITORING

Program monitoring focuses on the progress of the individual enrollee.

A structure for monitoring individual enrollee progress is provided by the individual "school/work plan" and "job specification" developed during assessment. These documents outline the intended plan for each enrollee and provide a "Yardstick" against which progress can be measured. On the basis of information gathered during monitoring activities the individual "school/work" plan may be modified to reflect prpgress and goal adjustment.

Therefore the main elements of monitoring should correspond to the three main areas considered in the school/work plan. These areas are: Academic Monitoring; Work Experience Monitoring; and Counseling/Personal Growth Monitoring.

The monitoring procedure involves **talking and listening** to individual enrollees and others associated with the enrollee. This is not random activity. Instead, it is **purposeful interaction** based on the school/work plan and job specification. It seeks answers to such questions as these: Is the enrollee doing the things he agreed to do? Is the work supervisor holding up his end of the bargain? Are the planned achievements (improved grades, skills aquisition, etc.) being reached or is satisfactory progress being made? What is expected to be accomplished or changed by the next monitoring period? Where do the responsibilities rest for facilitating accomplishment?

Suggested Steps in Monitoring

- Assign a responsible staff member to regularly monitor the same group of enrollees.
- Approach program monitoring on an individual basis.
- Conduct monitoring on a regular schedule, no less frequently than once a month.
- Visit the work-site, school and other agencies. These on-site visits will facilitate monitoring interviews with the work supervisor, academic advisor, and any other person committed to assisting the enrollee.
- Although each party may be contacted individually, similar issues and questions should be pursued with each. Use the school/work plan and job specification as the focus of discussion.

- Include parents in discussions whenever their participation seems beneficial.
- Include enrollees in interviews whenever possible. In cases where such participation is not possible quickly relay to the enrollee any information which concerns his particular interests.
- Gather information from the enrollee concerning his progress on the job, in school, and in terms of personal growth. Quickly reward even the smallest achievements informally. Some programs have formally recognized enrollee achievements semi-annually or annually through: achievement certificates and award ceremonies.
- Integrate all monitoring information into a general picture of the enrollee's progress during a given monitoring period.
- Based on monitoring information make modifications, if necessary, in the school/work plan with the full knowledge of all concerned parties.

DOCUMENTATION OF MONITORING

Adequate monitoring documentation is simple and easy if incorporated as a logical up-date to the individual's school/work plan.

First, briefly describe **accomplishments** achieved during the monitoring period. Be sure to indicate any implications this may have for changes in the school/work plan. For example, if unusual progress was demonstrated in some academic subject, try to identify any probable cause that may be applicable to promoting progress in other subjects. Unusual ability or interest shown on the job may be the basis for change in some of the goals originally stated in the school/work plan.

Second, briefly describe any **failures** to achieve anticipated goals. Through discussions with the enrollee and other concerned parties arrive at conclusions as to whether the goals were realistic, and what is needed to facilitate achievement or correct the expected goals.

Third, if any new or different **supportive services** are indicated, describe specific steps to be taken to arrange such services and what the expected result would be.

Fourth, describe the specific goals or achievements **expected** to be accomplished during the forth-coming monitoring period. Include expected accomplishments indicated by the enrollee's teachers, employer, work supervisor and others, as well as the expected accomplishments stated by the enrollee.

Finally, the written documentation should be **discussed** with the enrollee and with the other parties.

Written documentation of the monitoring activity assures clear understanding among the parties and provides a record for the next monitoring review.

COUNSELING

This is an explanation of the function of counseling in achieving the objectives of a successful work experience program. It examines: the characteristics of a counselor; the conditions for counseling; and the elements to facilitate the counceling process. Counseling is a process designed to induce change in the behavior or attitudes of the enrollee. The counselor facilitates changes which enrollees define for themselves.

To enable disadvantaged youth to complete their high school education and to become employable, counseling must:

- Assist enrollees in gaining realistic perceptions of themselves as well as their abilities, needs and potential.
- Increase enrollees' personal problem-solving skills and their ability to interact successfully with others in their environment.
- Heighten enrollees' awareness of personal and vocational goals.

The counselor must demonstrate:

Sensitivity. . . . .the ability to be **aware** of the motives, intentions and feelings of the enrollees.

Empathy. . . . .the ability to **share** the thoughts and emotions of enrollees.

Genuineness. . . . .the ability to be **perceived** as trustworthy, consistent and honest.

Commitment. . . . .the ability to express **caring** for the enrollees and the program.

CONDITIONS FOR COUNSELING

A productive counseling process requires the fulfillment of certain conditions:

- Counselors must be genuinely interested, empathic, and committed to the program.
- Enrollees must be willing to interact with the counselor.
- Enrollees must desire change (indicating that they are dissatisfied with themselves or the environment).
- Enrollees must be willing to try new or different behavior.

Establishing the Conditions for Counseling

Due to their circumstances of background, disadvantaged youth have had limited opportunities for success. Alternative behavior patterns which will maximize personal effectiveness will be attempted only in an atmosphere that promises support and approval. Therefore, the counselor must build a bond of personal trust with enrollees. This requires more than informational exchange. By being personally open and available and by demonstrating support and approval, counselors can create an atmosphere in which enrollees will respond by being correspondingly open and trusting. Through this process the counselor establishes rapport and enrollees begin to recognize their personal worth.

Once these counseling conditions are met, a process is set in motion which is characterized by the enrollees:

- Become increasingly free to express their feelings.
- Becoming more aware of discrepancies between who they are and who they would like to be.

- Becoming more open to experience with less fear of damaging sanctions.
- Becoming more realistic in their self-perceptions, and therefore more aware of available alternatives in problem-solving.
- Becoming more confident, more accepting of others, and more in command of their own behavior.

Facilitating the Counseling Process

One of the most successful techniques to facilitate the counseling process in youth work experience programs has been to structure counseling around the development of an enrollee career plan. The development of a career plan gives a concrete purpose to counseling sessions and is significantly less forbidding than discussing enrollee "problems" directly. Such a structure does not limit the topics of discussion. Indeed, discussion will probably include an exploration of enrollees' personal feelings, problems and social adjustment.

Counseling may be conducted in a variety of forms including: Formal Individualized Counseling, Formal Group Counseling, and Senior Enrollee Counseling.

Though the components of these three methods vary, there are some common elements.

Schedule—The counseling sessions should occur on a regular basis at prearranged times and places.

Counselor—While school guidance counselors, program counselors, professional counselors, social workers, work supervisors and program directors may act in the capacity of "counselor," it is advisable that the **same person** conduct any one series of sessions with any particular enrollees.

Location—While counseling may be done at the program office, enrollees' high schools, work-sites or other places, the **same location** should be used in any one series of counseling sessions.

Topics—Counseling should structure itself around career plans, job performance, personal problems and academic progress. The priority given to each of these topics depends on the enrollee's needs and the particular counseling situation.

Flexibility—The structure of any counseling in terms of frequency, location, personnel or topics should be revised according to enrollee needs.

Written Records—Written records should be maintained for all formal counseling sessions. These records might include: who attended; topics discussed; results of discussion; program assistance planned; and counselor's comments on the enrollee's career plans. These records should be attached to the school/work plan.

Unique Characteristics of Counseling Forms

There are some unique features of the previously mentioned counseling forms and of informal counseling which provides the greatest opportunity to develop rapport with enrollees.

Formal Individual Counseling emphasizes personal counseling and may be conducted on a one-to-one basis at least once a month.

Suggested topics of discussion: 1) personal problems which may be unrelated to the program (male/female relationships, family difficulties, drug problems); 2) on-going performance review which may be based on monitoring information; 3) appraisal of individual abilities and needs; 4) work-related progress (work habits, job responsibilities, adjustment to working, supervisor interaction); 5) academic progress; and 6) personal and career goals.

Formal Group Counseling emphasizes work norms and group interaction and may be conducted in a group of 15 to 20 enrollees once every two weeks. This particular counseling form may make use of audio-visual equipment such as tapes or films and guest speakers and question and answer periods.

Suggested topics of discussion: 1) work attitudes and norms; 2) personal hygiene; 3) enrollee work supervisor relationships; 4) career exploration; and 5) drug and sex education.

Senior Enrollee Counseling emphasizes career planning and may be conducted on a one-to-one basis during the entire year. It is oriented toward the enrollee's plans after high school graduation.

Suggested topics for discussion: 1) personal goals; 2) job goals (types of work, necessary skills, realistic job preferences); 3) further education or training (how, when and where to apply); and 4) financial aid arrangements.

Informal Counseling emphasizes flexibility depending on individual needs. It may be conducted individually or in small groups. It requires no regular schedule, no particular pre-arranged time or place, no written records, and is of unpredictable duration. Location is flexible. Informal counseling features personalized discussion which is unstructured, generally superficial, and dependent on individual needs at the moment.

SUMMARY

Points to remember about counseling:

- Counseling is designed to give direction to the enrollee's entire program experience.
- Counseling is a core ingredient for a successful youth work experience program.
- Individual counseling is essential to build a bond of trust between the enrollee and the counselor.
- Extensive reading in counseling techniques is advisable for program staff.
- Informal counseling requires little time but is essential in terms of showing an interest in the enrollee as a person.
- Complex counseling problems should be referred to the appropriate professional agency or individual.

SUPPORTIVE SERVICES

Supportive Services refers to those forms of assistance provided or arranged by the program which focus on the particular needs of the enrollees. These needs are identified during enrollee assessment, monitoring and counseling activities.

These services consist of the following activities arranged or provided according to the needs of enrollees: Remedial Education, Health Services, Transportation, Follow-Up, and Other Services.

Provision or arrangement for needed Supportive Services involves several considerations:

- Due to environmental factors, disadvantaged youth often encounter a variety of personal and social problems which may limit their ability to participate successfully in the program.
- Supportive Services, provided or arranged on the basis of need, may increase the chances for successful enrollee completion of the program.
- The successful provision or arrangement of Supportive Services depends, in great part, upon community linkages and public relations activities.

Furthermore, the provision or arrangement of needed Supportive Services can:

- Assure successful participation in the program through improved academic and job performance.
- Improve enrollees' chances to achieve their personal and career goals by reducing obstacles.
- Result in benefits to the enrollee's family, and hence improve the family's quality of life.

REMEDIAL EDUCATION SERVICES

Remedial Education Services are designed to assist an enrollee in achieving at least a minimum level of academic performance in order to remain in school and, consequently, in the program. Remedial education services are:

- To assist enrollees in improving their academic skills.
- To help enrollees recognize the need for adequate academic skills in meeting personal and career goals.
- To relate the work experience to the importance and improvement of academic skills.
- To provide, if necessary, another type of educational experience.

Necessary steps in remedial education services include:

Some Steps

- Identification of enrollees who need remedial assistance.
- Gaining the cooperation of those enrollees.
- Selection of appropriate subject matter.
- Provision of teachers, tutors and counselors.
- Determination of frequency, duration and location of services.
- Development of assessment procedures.

When enrollees who need to improve their academic skills are identified in assessment, monitoring or counseling, the program may offer assistance in three alternative manners:

- Referral to the school system.
- Referral to other agencies or individuals.
- Direct program provision of services.

Indirect Program Provision of Remedial Education Services

Referral to the School System, Other Agencies or Individuals:

- When enrollees who need remedial aid are identified, the program director or counselor may refer the enrollee to: the enrollee's school guidance counselor; teachers or other students who offer tutoring services; community education programs; college students volunteering tutoring services; and alternative education programs. An example of such a program is one in which the community developed a School-out-of-School program. It is an accredited, more flexible, alternative educational experience for students who have difficulty adjusting to the more structured classroom atmosphere.
- After initial telephone contact a personal conference is arranged between the program director or counselor and the appropriate referral agency personnel.
- The enrollee's program assessment is discussed in light of academic performance, relevant testing results and evaluations.
- The school/work plan is reviewed and modified in light of identified difficulties and planned action to accommodate special tutoring or remedial classes.
- The job assignment may be modified to further the improvement of academic skills.
- The enrollee is involved and consulted in all plan modification discussions.
- Program staff, remedial education personnel, and the enrollee jointly review academic progress under modifications every six weeks.

Direct Program Provision of Remedial Education Services

When the school system does not offer applicable remedial services and no feasible community linkages can be arranged, the school/work program may directly plan, organize and implement remedial educational services.

Identification of Enrollees—In the initial assessment testing monitoring of academic performance and job performance phases, those enrollees whose grades fall below a C average must be identified.

Gaining the Cooperation of Enrollees—Enrollees meet with program counselors who, through rapport and problem-solving techniques, help the enrollee recognize that lack of academic skills will hamper immediate rewards as well as the accomplishment of long-range personal and career goals.

Selection of Appropriate Subject Matter—Enrollees receive tutoring in subjects in which they have fared poorest and in those subject areas where lack of academic skills is hampering job performance.

Provision of Teachers—Members of the community, teachers, program staff or other enrollees who know the subject matter may conduct remedial education classes.

Frequency/Duration/Location—Though these factors should remain flexible, it is suggested that remedial education classes be held weekly, for at least two hours, in the appropriate high school, program office or another convenient location.

Assessment—Enrollee progress may be measured by grade improvement, job performance improvement and counseling evaluation of the enrollee's improved perception of the importance of academic skills.

HEALTH SERVICES

The phrase Heath Services, in the context of a youth work experience program, refers to those diagnostic and treatment services arranged for enrollees to identify and correct physical, mental and dental deficiences... especially as they relate to academic and job performance.

Arrangement for diagnostic and treatment services for enrollees is important since health problems generally are more prevalent among the disadvantaged population and likely will hinder academic and job performance. Successful provision of such services will require active program utilization of linkages with community health resources.

Through arrangement of needed diagnostic and treatment services, the program can help enrollees improve their academic and job performance, and overcome health obstacles to the accomplishment of personal and career goals.

Diagnosis may include: general physical examinations, hearing examinations; eye examinations; dental examinations; mental health diagnosis; and venereal disease, problem pregnancy, or drug problem identification.

Treatment may include: immunizations; prescriptions; hearing aids; glasses, dental care; mental health counseling, V.D. treatment; and pregnancy or drug counseling.

Limited time and financial resources may prevent the implementation of general health services for all enrollees. In addition, many school systems provide physical examinations. Therefore, the program must focus primarily on the identification, diagnosis and treatment of critical individual health problems which severely hamper academic and job performance.

Necessary Steps in Arranging Critical Health Services

- Survey the area to determine all available health resources.
- Establish contacts with the leaders of health agencies, explain the program and the need for health services, and ask for their cooperation.
- Identify by appropriate means those enrollees who have severe health problems which are hampering academic and job performance.
- Gather the necessary background health statistics on these enrollees.
- Refer these enrollees, for formal diagnosis and treatment, to the appropriate health agency or individual. (Such as doctors, hospitals, free clinics, public health department, mental health clinics, and hearing clinics.)
- Arrange financial assistance in cooperation with public medical assistance (if the enrollee is eligible); service organizations; direct program provision; and those medical facilities which offer the enrollees free service or reduced rates.

- To insure proper implementation, program staff should: persuade enrollees and their families of the need for treatment; supervise getting enrollees to and from examinations or treatment; arrange for financial assistance; properly document examinations and treatment; and, in follow-up judge the effectiveness of treatment through periodic discussions with the enrollee.

TRANSPORTATION

Transportation refers to a service arranged or provided for enrollees, whenever necessary, to ensure safe and reasonable convenient mobility between work-sites, school and home.

Disadvantaged youth often lack the necessary transportation to get them to and from their assigned jobs. Sometimes this problem necessitates the program staff neglecting potentially meaningful work-sites. The magnitude of the transportation problem varies according to whether a program serves a rural or urban area. Suitable transportation can be an important factor in helping enrollees participate in and complete a youth work experience program and gain the flexibility to shift to more meaningful jobs.

Successful solution to transportation problems requires the **active** participation of program staff in arranging, scheduling and monitoring transportation activities. In discussions with enrollees, highly individualized solutions may be found by using community resources. If no solution can be found to a transportation problem every effort should be made to develop a meaningful job at a convenient location.

Transportation in Urban Areas

In many cases public transportation may prove adequate. Some programs have reimbursed enrollees for such transportation expenses.

The program director may negotiate with public transportation personnel for free bus tokens or reduced rates for enrollees.

In urban areas the transportation facilities of many other public agencies may be utilized on a shared basis through community linkages.

In other cases, program staff should utilize one of the transportation methods used in rural areas.

Transportation in Rural Areas

Some programs have successfully sought the cooperation of school bus companies. In one instance, a program was able to obtain the use of a bus at no charge. More typically, school buses have dropped/picked-up enrollees near work-sites if routes permitted.

Arrangements may be made with other agencies to share transportation facilities. Some sources might be local special education or vocational education programs, athletic buses, the YWCA or the YMCA, other service and volunteer clubs, or county vehicles.

Teachers or employers who have comparable schedules and locations may provide transportation if the program director requests their cooperation.

The program staff may map out a transportation schedule through which they provide rides to enrollees in their areas. This schedule will probably require regular revision.

Enrollees who have access to cars may voluntarily organize car pools or they may be reimbursed for mileage.

The program may provide transportation expenses to enrollees who must pay for a regularly scheduled ride. The program should actively assist the enrollee in arranging such transportation.

FOLLOW-UP

Interest in an enrollee should not end when he leaves the program. When resources permit, a continuing effort may be made on behalf of **former** enrollees to assist them in pursuing their personal and career goals.

Follow-Up is a three-part process

- Contacting former enrollees for the purpose of identifying their need for assistance.
- Providing assistance to former enrollees whenever feasible.
- Gathering information about the effectiveness of program activities in the opinion of former enrollees. Such information may be a factor in program modification.

The follow-up activities should seek to accomplish the following results:

- Provision of support and guidance to enrollees upon completion of the program as they adjust to a less protective environment.
- Assistance to former enrollees in reaching their personal and career goals by aiding them in job placement and/or continuing education or training.
- Improvements in program operations through modifications based on follow-up information.

Follow-Up Activities

Usual activities in follow-up should include:

- Contact former enrollees personally, if possible.
- Telephone enrollees to arrange conferences with a staff member in the enrollee's area.
- Inform former enrollees of a scheduled conference when staff will be available by newsletter.
- If a large number of enrollees is involved or the distance is inconvenient, send mail-back qustionnaires with a self-addressed stamped envelope. Be sure to include a personal note.

Follow-Up information should include: current address; educational plans and circumstances; vocational plans and circumstances; employment information; reactions to and suggestions about the assistance provided by the program; and further assistance required.

Follow-Up should be conducted immediately after the program completion and again three to six months after program completion.

What assistance should be offered? Program staff should provide recommendations as to job and scholarship opportunities and make referrals whenever possible, to employers, the employment service, private placement agencies, federal or other public programs, higher educational institutions, and counseling and other social service agencies.

Follow-Up information for program improvement should be used in these ways:

- Compile information about specific program activities.
- Note the majority of reactions and suggestions.

- Consider the information in light of program objectives, current enrollee needs, administrative requirements and community resources.

OTHER SUPPORTIVE SERVICES

In addition to Remedial Education Services, Transportation, Health Services, and Follow-Up, other forms of assistance may be arranged by program staff which focus on the particular needs of individual enrollees.

If these individual problems interfere greatly with academic and job performance, other services should be arranged on the basis of greatest need and available resources. The successful arrangement of these services depends, in part, upon community linkages and public relations. The arrangement of services may be the only means by which some enrollees may continue in school, participate in the program, and pursue long-range personal and career goals.

Necessary Steps in Arranging Other Supportive Services

Identify in assessment, monitoring or counseling the individual needs of enrollees.

Plan activities to implement needed services by grouping needs and choosing those other supportive services which will serve the most enrollees at any one time.

Refer enrollees to community resources.

Enlist the aid of a volunteer personnel or actively participating enrollees in planning, organizing and implementing necessary activities.

As the need for any particular service is fulfilled, reorganize activities and resources to serve other needs.

Some alternative examples of other supportive services in:

Specialized Career Planning

- **Job Placement** - Some programs maintain potential employer files and conduct intensive career exploration with enrollees. Program staff members may locate jobs for enrollees.
- **Scholarship Service** - Programs may persuade colleges to provide enrollees with financial assistance.
- **College Field Trips** - Program staff members may lead tours of colleges to stimulate enrollee interest.
- **College Placement** - Program directors may attempt to persuade college admission deans to accept enrollees even if grades are slightly below the standards.

Legal Assistance

- **Legal Aid** - Some programs have sought lawyers and agencies who will provide free legal services to enrollees if needed.
- **Bail Fund** - One program arranged, through state and federal agencies, for an insured non-profit fund available to enrollees, if needed.

Financial Counseling

- **Money Management** - Programs have arranged for local bank officials to conduct sessions in the handling of money, credit buying and other topics of interest. Emergency loan services for enrollees may also be arranged.
- **Tax Assistance** - Program staff members have led workshops in "how to fill out tax returns." Enrollees complete forms during the workshops and place them in the mail at that time.

Personal Assistance

- **Planned Parenthood** - Planned Parenthood Agencies may conduct special group sessions for enrollees. Stress is placed on family planning and fostering peer respect.
- **Drug Abuse Counseling** - Program staff may refer enrollees with drug problems to the local Drug Abuse Council. Staff members also assist the Councils whenever necessary.

Family Assistance

- **Day Care Services** - With the cooperation of day care agencies, child care services have been arranged for enrollees.
- **Home Economics Classes** - College Home Economics majors and other individuals have conducted weekly classes in food preparation, nutrition, and entertaing.

Social Assistance

- **Cultural Enrichment** - Programs have arranged field trips to museums, planetariums, zoos, large factories and other places of interest.
- **Recreation Programs** - Programs have organized athletic teams and arranged for equipment. Some have organized camping trips.

PROGRAM ADMINISTRATION

Sound program administration involves non-programmatic activities necessary to **execute** policy. Program Administration encompasses the elements of planning; staffing and staff development; implementation; monitoring; reporting and documentaion; and budgeting and fiscal control.

These elements combine into a process in which the director **selects** an overall strategy for the program; **plans** the major activities to be accomplished; **implements** the plan through staff direction and supervision; **monitors** the program activity on an on-going basis; and **evaluates** the program in order to modify plans, if necessary.

Prior to beginning this administration process, the director must know the purpose, policy guidelines, and budget of the program for which he is responsible. The responsibility for making policy decisions does not lie with the director; rather it is vested in federal, state, or local manpower organizations depending on the source of program funding. However, the program director must consider these necessary pre-conditions carefully.

If the activities in the administration process are systematically carried out, a program which is administered effectively and efficiently in light of program goals and objectives should result. In addition services to be provided to individual enrollees will be provided as described and scheduled. Finally sound program administration should ensure that the mutual commitments made by staff enrollees and employers are supported.

Selecting A Strategy

Based on knowledge and understanding of the purpose, policy, and budget of the youth work experience program, the program director should first give careful consideration to an overall strategy for program development. This strategy will make explicit the goals of the local program and the activities which are to be emphasized depending upon a careful assessment of local needs and available resources. Some examples of alternate strategies are presented in the following section of this manual. Such an overall strategy for the program must be developed before detailed program planning may commence.

The Planning Process

The planning process is structured around the basic program components which this section of this manual describes in detail. Each individual activity must include:

- A clear statement of **what** is to be done.
- The specific measureable outcomes expected.
- The desired duration or frequency of the activity.
- The resources needed **and** available.
- Budget allocations.
- The information required to monitor the activity adequately, and the methods for gathering and reporting this information.

Each activity identified and described may then be fitted into a **general plan** which considers each individual activity in relationship to one another and to other programs and activities external to the program.

Some Suggestions

- Make a **list** of major activities to be undertake in each modular function.
- For each activity listed, **write down** the **specific** outcomes expected. This exercise will enable planners to better communicate ideas.
- Be **realistic** when planning activities. Don't plan it if you don't believe it can be done with resources available.
- Once activities and outcomes are clearly defined, involve other program staff members to plan the timing, logistics, methods, etc. of each activity.
- The planning of any activity should take no more than one or two hours. If three or four activities are identified in each of the 10 modules, the 60 to 80 hours invested in planning will be a wise investment of time.

Implementation

The implementation of a well-conceived program plan requires that the director effectively manage and supervise his staff. Such effective management is based upon staff hiring and development practices. The following suggestions have been shown to be helpful:

When Hiring New Staff

- Recruit and select individuals with good personal interaction skills.
- Hire those individuals with knowledge and skills that are consistent with the overall strategy. For example, if the program is emphasizing "Self-Image Development" strong counseling skills are essential. On the other hand, if "Academic Achievement" is to be emphasized, strong educational experience is more important among staff members.
- Demonstrated ability to work with youth is always a key attribute in staff members.

In order to develop staff techniques:

Staff Development Techniques

- Familiarize new staff with their responsibilities by having them work initially with vetern staff members.
- Encourage staff to enroll in relevant classes at local colleges and universities and allow release time for them to attend.
- Invite knowledgeable staff members from other agencies to discuss their experiences with your staff.
- Make sure that members of your staff have the opportunity to share specific training or knowledge with other staff members.
- Provide selected books or material for staff use, and arrange structured discussion of these materials.

Administrative Monitoring

Once an overall strategy has been selected, and the program has been carefully planned and implemented, Administrative Monitoring is necessary to gather information about the activities and the cost of program operations. This information is necessary for program evaluation and replanning. Careful reporting and documentation of activities will facilitate evaluation and replanning efforts and must fulfil the documentation requirements of the funding agency.

ACTIVITY MONITORING

Activities are monitored by staff discussion and written reports from staff members. The focus of discussions and reports should be the activities and outcomes specified in the plan originally developed.

Some Suggestions

Find out what has been accomplished? What has not been accomplished? What are the problems?

Decide if the problems can be solved? Does the plan or expected outcome need to be revised?

Take action to solve problems and to modify the plan if necessary.

BUDGET MONITORING

A special form of monitoring is necessary to know the exact status of program funds. This is particularly important since budget information is almost always necessary to any decision about plan modification.

The complexity of program bookkeeping and financial control will vary with the size and complexity of the program.

The program director must:

- Seek professional assistance to set-up and establish an adequate system.
- Understand thoroughly the system that is established.
- Review the financial status of the program frequently.
- Keep current projections on each budget line item for the duration of the budget year.

EVALUATION

Evaluation of program operations is necessary in order to gain some measure of the program's effectiveness and to, in turn, make any necessary modifications in subsequent planning efforts.

Evaluation completes the program administration process cycle. A synthesis of the other elements of the process is required in order to determine whether or not the stated goals and objectives of the program are being met. Monitoring information about the operation of activities is measured against performance criteria set in overall program strategy selection and initial program planning. Where deficiencies are found, activities should be replanned to accomplish the desired outcomes. Staff development activities in program implementation should focus on building staff capacities to properly implement discrete program activities and to manage their own responsibilities. This management should include elements of planning, implementing, monitoring and evaluation.

Thus, a system of overall program planning, implementation, monitoring, evaluation and then **replanning** is developed which should lead to a dynamic, continually self-improving youth school/work program.

COMMUNITY LINKAGES AND PUBLIC RELATIONS

Activities in this phase are designed to assure that enrollees with particular needs have the opportunity to receive the services of manpower, social or community agencies. These activities also are designed to gather community support for the program.

Such activities are necessary, especially since it is unlikely that any one program will be able to provide all the services enrollees require. Therefore, the full provision for such services depends upon linkages with other agencies as well as successful public relations in order to obtain community support.

Active program efforts to establish a network of community linkages through public relations techniques should result in the following outcomes:

- Particular services which enrollees need and which the program cannot provide will be provided through other community agencies.
- The program and its participants will acquire a positive image in the community through public relations efforts.
- Program activities such as Employer Entry, Employer Orientation, and Supportive Services will be improved.

How to Foster Community Linkages:

STAFF RESPONSIBILITIES

- The program director should be responsible primarily for establishing initial community linkages and for expediting any innovative activities which require community support.
- In staffing, the director may look for competent individuals who are well known and respected in the community.
- Staff members should participate in as many community councils and other decision-making bodies as possible.

ENROLLEE RESPONSIBILITIES

- Enrollees may volunteer their services to agencies which are cooperating with the program.
- Enrollees may participate on community advisory boards and councils.
- Enrollees may be paid to carry out needed community work such as environmental clean-up, making park benches, referring little league teams, etc. However, this work should be done under staff supervision.
- Through interpersonal contacts, enrollees can contribute greatly to making the program known in the community.

RESOURCE FILE

- The program staff must develop a resource file of all established and potential community linkages. This file might include: name of agency or group, name of the agency director or other persons to contact, main agency or group functions, potential resources which might be utilized by the program, and relevant limitations.
- The resource file should be available to all staff members and should be updated quarterly.
- The resource file should be organized to facilitate quick location of services when a needed service is identified.

HOW TO GAIN THE COOPERATION OF AGENCIES AND GROUPS IN THE COMMUNITY

- Take advantage of any contacts and credibility the program's parent agency may offer.
- Attend community meetings and meet the people involved. Take the opportunity to speak in behalf of the program, describing its needs and objectives.
- Visit all related agencies to explain the program and services to provides.
- Invite personnel from those agencies to stop in at your program office to discuss the program.
- Go to the agencies when services are needed. Make your requests directly and plainly.
- Build a coalition of service agencies. Don't duplicate services. Provide reciprocal services whenever possible.
- When other agencies work in cooperation with the program to provide services, open the services to other members of the community if feasible.
- Stress the program's benefit to the whole community in making proposals and service requests.

NOTE: In establishing community linkages the program must take the initiative!

General Public Relations:

Public Relations techniques should be utilized on a continuing basis to make the program's objective and activities generally known in the community and to facilitate a positive image of the program, its staff and its participants.

BROCHURES, NEWSLETTERS

- Brochures and newsletters should be distributed widely in the community.
- Publications may be written by staff members or enrollees.
- Program accomplishments, staff profiles, up-coming events and stories about enrollees are some items which might be included.

MEDIA EXPOSURE

- Program activities may be publicized through continuing contacts with radio/TV/newspapers.
- Program staff and enrollees may need to write their own news releases and deliver them to expedite their usage.
- Stress the success of the program and the benefits to the community.
- Publicly acknowledge all support received from the community.
- Broadcast media often will make available free public service announcement time.

COMMUNITY COUNCILS

- The program may set up a parents committee to meet periodically to advise the program director about special problems and provide support for program activities.

AREAS OF EMPHASIS

SELF-IMAGE DEVELOPMENT

AN AREA OF EMPHASIS

This type of program emphasizes highly individualized professional guidance to strengthen the enrollee's self-understanding, self-image and general attitude. The program is built around the interrelated needs of the self. These are 1) the need for an accurate and acceptable self-image; 2) the need to verify this self-image and expand the self through association; 3) the need to verify the self-image and expand the self through action.

Disadvantaged youth typically have poor self-images. They see themselves as lacking in ability to succeed. Due to these chronically low expectations, their failure potential is correspondingly higher. The program assumes that an improvement in this type of attitude will lead to academic, vocational and behavioral improvement.

The program strives to encourage the enrollee to see himself as worthy and successful, to develop personal problem-solving techniques, to generate an ability to interact successfully with others, and to increase the enrollee's motivation to succeed in school and on the job.

Certain program elements in self-image development receive greater emphasis than others. All activities stress a modification in the enrollee's self-image through a beneficient atmosphere.

ENROLLEE ENTRY

Outreach and recruitment, selection and enrollment, and assessment functions all center around enrollee candidates who display negative self-images and who require counseling and other support to create a favorable environment in which they may begin to recognize their potential as successful contributors to their community and society.

Indications of negative self-image include poor school attendance, apparent lack of motivation, recurring juvenile offenses and a lack of personal problem-solving skills. The program staff members must develop community linkages with those agencies that customarily assist young persons who display this problem.

Counselors should select enrollees on a basis of their need for counseling and supportive services, and in terms of their financial need.

Assessment may be accomplished through informal interviews with enrollees. Other assessment considerations should include a review of the enrollee's interest and ability testing, and information gathered from other appropriate agencies that have come in contact with the young person. Finally, the enrollee's assessment must be presented in a positive manner such as an expression of concern and desire to help, rather than as a cold evaluation of facts.

ENROLLEE ORIENTATION

The orientation of enrollees in this program should take place over a relatively extended period of time and must generate a relaxed and trusting relationship between the counselors and the enrollees. A full orientation is appropriate, to include description of the program, its staff, the administrative procedures and the services being provided. Enrollees must feel totally accepted as members of the group.

Genreally, counselors schedule orientation activities over a 1- or 2-week period on both an individual and small-group basis. In order to establish and maintain rapport, counselors should assure the enrollees that their individual orientation discussions are being treated as confidential.

Throughout orientation, enrollee participation is encouraged and staff member presentations must be kept brief. Enrollee program responsibilities are introduced on a gradual basis.

EMPLOYER ORIENTATION

In this phase, particular emphasis should be given to the importance of creating a feeling of personal success among the enrollees. Naturally, employer orientation also seeks to familiarize work supervisors with the goals, activities and procedures of the program. Group orientation sessions are satisfactory, and attendance by the work supervisors should be required.

The sessions also would include discussion of supervisor-enrollee relationships, how to communicate most effectively with the enrollee, how to inspire the trust of the enrollee, and how to reinforce desired behavior with immediate approval. These sessions stress that work supervisor approval can be a major factor in the enrollee's self-perception of his success.

COUNSELING

In either group or individual settings, counseling must serve to initiate, monitor and reinforce self-image development among the enrollees. It may be said that counseling is the heart of this model since modification of self-image requires continuous support and encouragement. And only through an efficient feedback system can behavioral changes be determined.

Counselors should hold weekly sessions. Personal counseling (of primary importance) must attempt to help the enrollees visualize their own personal worth and abilities. It should also strive to impart problem-solving skills and alternative methods for coping with problems.

As the enrollee acquires self confidence and displays a desire to plan for the future, employability and educational counseling may be introduced.

Counselors may employ group dynamics and role-playing techniques. The program staff members may wish to make enrollee counseling available on an informal basis 24 hours a day, possibly through the use of a telephone "hot line."

In this program, a sizable counseling staff is mandatory. Usually the services of a trained psychologist are required to conduct certain sessions. Throughout all phases of counseling, community linkage development should be stressed in order to make maximum use of available resources.

Counselors should accompany enrollees to their work-sites and introduce the young person to his work supervisor. The purpose is to initiate the proper interaction pattern as well as to calm the enrollee's anxiety at encountering an "unknown" or "new" situation.

Throughout the program, counselors and enrollees should strive to develop both long- and short-range goals acceptable to the enrollee.

Achievement of any sort must be reinforced by means of praise and recognition.

SUMMARY

In this area of emphasis, program staff members should be adequately trained in counseling to introduce and reinforce self-image development in the enrollees. The program must enjoy sufficient resources to provide proper staff training in counseling techniques.

• AN AREA OF EMPHASIS

A reciprocal agency referral system should be established in order to reach all enrollee candidates who endure a self-defeating behavioral pattern. The program also must enlist the effort of concerned work supervisors who will actively assist enrollees by providing supportive approval and strong reinforcement in the face of desirable behavior.

The success of this alternate strategy is measured entirely in terms of the personal development of the enrollee in the area of self-image improvement.

EXAMPLE

This example of the self-image development strategy is based on a field study of an eastern "bedroom" community. Approximately 150 boys and girls from poverty-level families were involved in the program which was sponsored by a community action agency.

The program was both innovative and successful. It succeeded in assisting youth in overcoming their problems arising out of social mal-adjustment; in developing responsible attitudes; and in improving their employability.

Counseling was one area where the program was especially innovative. All counseling was intended to build a positive self-image among the enrollees. It involved sensitivity training sessions, brain-storming to generate and exchange ideas on self-image development, role-playing techniques, discussion of the "failure syndrome," and group reinforcement to foster attitudinal changes. All enrollees were required to attend group counseling for at least one hour each week.

Staff members examined the unusual interests of enrollees and searched for work assignments that best corresponded to those interests. Prospective enrollees were selected according to the severity of their negative self-image, along with conformance to the NYC requirement that they also be financially needy. Psychological testing and evaluation were used in the selection process. (Under the supervision of a psychologist, all staff members underwent special instruction in approaches to sensitivity training and techniques in group dynamics.)

Employers were sought who offered jobs above the routine level. Some of the more unusual assignments included making aprons for a local head-start program and working in the audio-visual department at a nearby college.

Another unique aspect of the program involved the monitoring phase, during which enrollees were permitted to evaluate their work-site supervisor and their respective work assignment. It was still another attempt by the program staff to build a greater sense of confidence and self-respect among the enrollees.

The ultimate objective was to instill pride, dignity and confidence in the enrollees to make them more employable upon completion of the program.

A "success story" in this program had led to unique work assignments for several present enrollees. A few years earlier, a handful of enrollees had transformed the city landfill into a state park. One enrollee in particular had inpsired accomplishment. Today, six to eight enrollees accept work assignments at the site, to help sustain the park. . .and the NYC enrollee who initiated the park a few years ago now is a local city councilman.

VOCATIONAL SKILLS

AN AREA OF EMPHASIS

Designed primarily to increase the potential employability of disadvantaged youth, this alternate strategy is intended to provide the enrollee with necessary vocational skills to qualify for a specific full-time job upon graduation.

Work assignments must offer relatively easy transition to permanent employment.

Of the 10 components that comprise each program, six are particularly essential to the success of a vocational skills alternate strategy. And it is important to remember that each of these centers around the transfer of vocational knowledge to the enrollee.

ENROLLEE ENTRY

Program staff members should work closely with employment offices and a network of referral agencies to identify, inform and attract eligible youth. Enrollees are selected from applicants on a basis of financial need and the ability (or interest to cultivate the ability) to learn vocational skills. Assessment must determine the vocational goals and vocational aptitude of the enrollee. The enrollees may be assessed by gathering background information from all agencies with which the enrollee has been involved. (Relevant vocational information is discussed with the work-site supervisor.)

A substantial amount of formal vocational testing is necessary for purposes of career planning. A **local employment service** might assist in this phase. An employability plan must be developed which takes into consideration: interim and long-range goals; the methods required to achieve those goals; placement; and follow-up after placement. Also included are a statement about employability problems, work experience, vocational analysis test interpretation, and a continuing contact record.

ENROLLEE ORIENTATION

Orientation usually is conducted at the work-site on an informal basis. In addition to regular orientation information covering the program, certain administrative procedures, roles and enrollee responsibility, the staff member should highlight available community services that could be helpful in securing permanent employment for the enrollee at a later date.

The program may be described as a 'feeder' activity leading to other programs and services of vocational benefit to the enrollee.

EMPLOYER ENTRY

This function should focus on providing the enrollee with meaningful work experience and concrete vocational skills that will lead to future permanent employment. Employers are selected on the basis of what they can offer in terms of useful jobs, their willingness to accept the enrollees as a part of their work team, and their potential for offering permanent employment at a later time.

Job specifications must outline what the enrollees will do and learn. The enrollee's job responsibilities must be described along with the job's potential value in terms of future employment.

EMPLOYER ORIENTATION

In this phase, heavy emphasis is placed on the practical methods of teaching vocational skills and working with disadvantaged youth. Employer orientation may be conducted in a formal group basis or informal individual basis. If group orientation is used, the supervisors may be divided into smaller groups to discuss techniques and what to expect from enrollees after general

information is covered.

The orientation leader may wish to relate instances of successful enrollee involvement in other vocational skill programs.

Continuing orientation during the program may occur in the form of human relations training groups for work supervisors.

The director may wish to report periodically to the employers on specific program progress.

MATCHING AND ALIGNMENT

The development of vocational skills is an important factor in preparation for future permanent employment. For this reason, workmanship training for each enrollee is a major activity in this type of program. Program staff members must design training activities to enable the enrollees to develop proper work habits and recognize common work standards. Work supervisors are responsible for teaching skills on the job.

If a new work-site is unusual in some respect, it is helpful for a staff member to accompany the enrollee to the site. Usually, in the case of veteran enrollees, a letter of introduction to the work supervisor will be adequate.

Work assignments may be made in cooperation with a vocational education program in school.

Any additional skill training which will increase the enrollee's employability after graduation is usually arranged regardless of whether the enrollee is able to continue in the vocational skills program.

FOLLOW-UP

Staff members should assist former enrollees in pursuing their career goals by attempting to place them in a permanent job or in an additional formal training situation. This should be accomplished as soon as possible after the enrollee leaves the program

Follow-up activities are initiated in accordance with each enrollee's (school-work) plan. Approximately six months after an enrollee leaves the program, a staff member should arrange an evaluation interview to determine the former enrollee's vocational progress.

The program director may serve his former enrollees in another useful area by acting as a reference, upon request.

Staff members make a point of keeping enrollees advised of other areas of community assistance that will benefit the young person in his pursuit of permanent employment.

SUMMARY

This type of program is expressly designed to improve a youth's work skills and his future employability. Enrollees are workers acquiring necessary skills for permanent employment. The program is frequently a "feeder" to more advanced vocational training or job placement.

Work supervisors are responsible for helping enrollees develop vocational skills on the job.

Program staff members should maintain close relationships with other vocational programs in the area, and assist enrollees to avail themselves of these additional resources.

This program will operate effectively within a statewide organization utilizing field representatives and local offices. By making use of the administrative resources of larger cooperating agencies, additional funds may be brought to bear to enhance the programs' effectiveness still further.

EXAMPLE

The vocational skills area of emphasis was used effectively by the department of labor of an eastern state. Approximately 160 young people participated in the state-wide program during the 1972-73 academic year.

Emphasis was on providing current employment for selected enrollees and serving as a placement service for these same young people in terms of future permanent employment. One of the program's goals was to provide each enrollee with a permanent job, or place him in a higher training program, within one month of leaving the NYC In-School activity.

Recruitment depended on high school referrals, the State employment Service, and the work of the program's field representatives. Prospective enrollees were measured partially on their interest in clerical work since that form of employment was most commonly available. Each enrollee received detailed program instructions including literature describing the State Department of Labor and the State Civil Service Program. Throughout orientation, and frequently during other phases of the program, the career opportunities available through civil service employment were discussed with enrollees.

Assessment activity took place after orientation and consisted heavily of vocational counseling by the staff of the State Employment Service. The enrollee also underwent vocational aptitude and attitude tests.

This particular program's assessment effort was directed almost exclusively toward vocational alternatives and possible job opportunities that coincided with the enrollee's interest areas.

An unusual aspect of this program was the State Labor Department's desire to provide only a temporary work place for enrollees while the search continued to locate vocationally attractive permanent employment, possibly within civil service.

Jobs taught basic skills that could be expected to facilitate the enrollee's transition to permanent work.

A brief orientation period was conducted individually with each work supervisor to acquaint him with the program goals. Each supervisor was provided a manual that spelled out program goals and work supervisor responsibilities.

In the monitoring phase, the emphasis was on evaluating job performance and determining when the enrollee was a candidate to move to a more responsible job. Enrollees were encouraged to take the state civil service examination as soon as possible.

One of the strong features of this program was its extensive follow-up. All enrollees, upon leaving the program, were contacted twice by staff members, once at the 1-month point and a second time at the 6-month level. It was the intention of the program to place former enrollees in vocationally suitable permanent job situations or continuing training or education within the first month after leaving the program. The 6-month check consisted of a

questionnaire mailed to the enrollee. It assessed the young person's progress. Returned questionnaires indicated that 80 percent of former enrollees experienced successful placement either in jobs or in further educational circumstances. In the case of former enrollees who reported they had not found satisfactory placement, the program staff made further attempts to locate a suitable placement.

ENROLLEE INVOLVEMENT

AN AREA OF EMPHASIS

This type of program emphasizes the involvement of enrollees in selecting their own jobs and in the actual operation of the program itself. It is designed to encourage the creativity and confidence of the enrollee through participation in problem-solving activities.

The program has the capacity to help the enrollees increase their sense of self-worth by giving them a certain degree of responsibility for the success of the overall activity as well as their individual effort. It assists the enrollees in developing their future plans.

This alternative strategy presumes that the enrollee is capable of using his knowledge and skills constructively. Under this assumption, the program seeks to increase the motivation of the young people by providing them with numerous opportunities to gain individualized intrinsic rewards.

Enrollees who participate in this program should acquire problem-solving techniques which they can apply personally and in group situations. They also can be expected to display increased responsibility to themselves, personally; to individual social groups; and to their community. Finally, they will cultivate better social interaction awareness.

Three program components are central to the successful implementation of this particular strategy. It is important to remember that active participation and individualized treatment of enrollees are stressed in this type of program

MATCHING AND ALIGNMENT

In this phase, the enrollees review job specifications and possible assignments and make their own selections, with the assistance of program counselors. Accompanied by counselors, the enrollees then visit the potential work-sites to observe and to discuss the particular job assignments and work requirements with the work supervisors.

This provides the supervisors with an opportunity to interview the prospective employees, albeit informally.

Ultimately, the enrollees, counselors and supervisors mutually arrive at satisfactory job assignments.

Enrollees usually make their determination of job assignments from only two or three possibilities as a result of their personal assessments of jobs available.

Initial workmanship training is the responsibility of the program's staff. In-depth workmanship training usually is the responsibility of the work supervisor.

MONITORING AND COUNSELING

In this type of program, monitoring and counseling come still more closely related phases. They involve active enrollee assessments of respective individual progress. Program counselors and work supervisors assist in this assessment. Other enrollees who happen to be on the program staff in work assignments also may contribute to these assessments. The assessments determine any necessary corrective action, critical area additional assistance, and the possible need for individual counseling.

Counselors usually visit informally with each enrollee every other week to discuss enrollee progress, problems or conflicts, relationship with the work supervisor and other employees, the enrollee's on-the-job duties, and the possible need for additional assistance.

The work supervisor and a program counselor should meet at least once a month to review the enrollee's progress, problems, general behavior, and possible need for assistance.

Information gathered in the monitoring phase may become the basis for individualized, informal counseling sessions.

PROGRAM ADMINISTRATION

Under the supervision of professional staff members, the enrollees participate actively in program decision-making and implementation. By involving the enrollees in the decision-making process, it may be expected that their personal commitment to have the program succeed will increase. It also improves communication between staff members and enrollees.

Factors influencing the choice of enrollees to staff the program include lack of adequate funds to sustain a full professional staff, possible prohibitive cost of retaining outside help to handle such functions as figuring time cards and payrolls, the size of the area being served by the program, and the general accessibility of qualified enrollees (particularly in a larger service area) to serve as staff surrogates.

The selection criteria for professional staff include: interest and experience in working with youth; knowledge of problem-solving techinques; and initiative. The criteria for selecting enrollee office staff would include familiarity with the program and its clerical procedures and demonstrated responsibility and personal initiative.

The entire staff must be familiar with the total program in order to improve the communication network and promote the flexibility of individuals to meet the demands of both office **and** field work.

Enrollee office staff members are trained individually and informally by program counselors and others on the staff. They are supervised by regular staff members or, possibly, by school administrators. The enrollee staff members should be included in such functions as staff meetings and advisory sessions.

The tasks enrollees may perform, under supervision of professional staff members, include:

- Preparation of time cards and payrolls.
- Preliminary preparation of budgets and invoices.
- Development of activity reports and press releases.
- Completion of enrollment and termination paperwork.
- Job development
- Intake counseling.
- General reception and clerical work.
- Distribution of program information.

SUMMARY

The enrollee involvement program is designed to increase motivation by providing opportunities to receive intrinsic rewards through direct participation in the administration of the program itself. Enrollees take part in

decision-making to increase their personal commitment to the program. The regular staff enjoys sufficient flexibility to work with the enrollees on an individual basis to enhance their learning experience.

Decisions that affect enrollees are made with their participation. Traditional responsibilities of the regular staff are less, due to the broader base of program control resulting from the enrollees' participation.

Enrollee involvement also is a method of increasing the program staff numerically in situations where funds to hire professional staff members are rather limited. It also frees regular staff members to concentrate on providing professional services to enrollees.

The program is particularly functional in remote areas, where regular staff members are likely to spend a great deal of their time in the field. Reasons for this are that the enrollee office staff can administratively sustain the program, and enrollees stationed in the field can gather the necessary information required during field visits.

EXAMPLE

A 4-county area in northern California was the locale of an innovative NYC In-School program that emphasized enrollee involvement. The program placed particular emphasis on development of the enrollee's personal resources.

Approximately 130 young people were enrolled in the program during the 1972-73 academic year.

The principal innovation in the program was the determined plan by staff members to encourage enrollees to make their own decisions on matters that affected them. Staff members offered only guidance. Such a strategy reinforced the enrollees' commitment process and enhanced the program's effectiveness. It encouraged the enrollees to learn how to solve their own problems and become more responsible in the classroom, at work, in the community, and within the program itself. An attitudinal change also took place, by which enrollees adopted an "I can" "I'll try" approach to problems, and discarded their original "I can't" and "I don't know how" approaches.

Enrollees were encouraged to use their initiative. One enrollee felt he would like to become a forest ranger. Capitalizing on this interest, a program counselor encouraged him to discuss work opportunities with a local park official. The enrollee persuaded the park official to permit him to work as a park maintenance man.

The young person's interest in park-related work, and the encouragement of a counselor, led him to an unusual job from which he had a better opportunity of "graduating" to the sought-after position of forest ranger.

Among other factors that established the effectiveness of this program was a desire by staff members to provide enrollees with meaningful jobs, above the routine and menial level. Jobs were sought that provided challenge to the enrollee and offered the opportunity to cultivate salable skills. Among jobs illustrating this was one at a nearby U.S. Weather Bureau station where a girl enrollee was employed to read certain data-gathering equipment, write certain broadcast weather reports and read them over the air.

Staff members attempted to instill in enrollees a desire to excel in each respective job assignment and not be satisfied to meet only the minimum requirements of the assignment.

Enrollees also held responsible jobs at the program staff level. Their duties included developing press releases, preparing certain reports for the state department of labor, screening time cards and payroll reports, and serving as para-professional counselors.

Employers, too, were sought on the basis of their commitment to encourage the involvement of the enrollee.

Enrollees were encouraged to contribute, as volunteers, to a variety of community activities—again to inspire personal involvement.

Counseling was highly individualized and very informal. It always was conducted around a framework of what the enrollee himself determined to be his needs and problem areas. The underlying current was one in which the enrollee was assisted by counselors, but remained free to recognize his own goals and move in his own desired direction.

Heavy emphasis also was placed on locating permanent employment for enrollees as they were leaving the program.

INCOME MAINTENANCE

AN AREA OF EMPHASIS

Income maintenance is an alternate strategy that emphasizes the importance of providing disadvantaged young boys and girls with a supplemental income in an attempt to encourage them to remain in school until graduation. The wage payment also is a reward for positive behavior. Lastly, it has capacity to teach personal money management.

As an area of emphasis, income maintenance assumes that the lack of money is a major factor in the decision by a disadvantaged youth to drop out of school. By providing him with a financial reward, his pride is enhanced and, hopefully, he can be motivated to remain in school.

In this particular emphasis area, the job is viewed as a desirable end in itself and the work experience will increase the young person's employability quotient. Other observations: The enrollee will have the means to purchase various goods and services, thus satisfying personal needs; Enrollees thus able to provide for themselves will have greater potential to remain in school; Enrollees will acquire some valuable experience in managing their own funds.

If there is one key point within this area of emphasis, it is the importance and value of disbursing money to those disadvantaged young people with the greatest financial need. Selection of enrollees is based almost exclusively on a consideration of greatest need.

MATCHING AND ALIGNMENT

In this component, little enrollee participation is required and jobs involve few specialized skills. Enrollee assessments are reviewed in relation to employer assessment in order to arrive at appropriate job assignments.

Points to remember: Specific job matching is of less importance than creating an opportunity for the enrollee to earn money. Counselors should use enrollees' class schedules as a major factor in job assignment. Both enrollee and employer preferences should be honored, when possible. It is feasible that job assignments could be made at the conclusion of orientation sessions.

MONITORING AND COUNSELING

Informality marks these components which are frequently conducted together. Monitoring basically is a check for problems encountered by enrollees and / or work supervisors. Counseling concerns itself with any personal difficulties the enrollees might encounter in performance of their new jobs.

Points to remember: Counselors should make regular visits to the work-site to talk with both the work supervisor and enrollee and to observe the enrollee at work; Key indicators of success include adequate supervision, time and attendance records, and quality of work performed; Counseling is informal and work supervisors may participate because of their frequent contact with the enrollee; Counseling is usually conducted on a group basis; Counseling topics should include money management, the function of banks, how to make loans, the role of taxes in our society, and how to read contracts, etc.

PROGRAM ADMINISTRATION

Program directors and administrators strive to distribute the highest percentage of budgeted funds to the enrollees, assuring that all monies are distributed and thorough records are maintained. Non-program administrative duties focus on sound budgeting and fiscal control procedures, and equally sound reporting and program documentation efforts.

Points to Remember: The program staff should develop forms to document the

time and attendance of enrollees for each pay period, and this information should be transferred to master forms and cross-checked for accuracy; Monthly budget reports must be prepared showing the total budget for line items, the average monthly expenditures, cumulative expenditures, and balance remaining; Assure that all enrollee-allocated monies are distributed and recorded; Document the average payroll and determine that the number of enrollees in the program will assure that total monies will be distributed equitably during the remainder of the program period; Keep thorough records to justify all non-wage expenditures.

SUMMARY

The income maintenance area of emphasis increases a student's motivation by providing supplemental income. It is vital that wages be paid to enrollees having the greatest need.

The job is looked upon as a desired end in itself, particularly if there is a resulting positive behavior change. Less emphasis need be placed on vocational goals.

Staff members have the capability of instructing enrollees in money management.

Formal budgeting and fiscal control procedures, as well as careful reporting and documentation, will assure that all enrollee funds are properly distributed within the program period.

Income maintenance has particular significance in economically depressed localities. This area of emphasis requires a minimum number of program staff members.

EXAMPLE

The main purpose of this program example, located in a severely economically depressed county in the Deep South, was to provide supplemental income to high school pupils from families whose annual income was below the acknowledged poverty level.

Not only did the program assist the enrollees financially, it also was of financial benefit to their immediate families.

The locale of this particular program is a rural county with practically no industry whatsoever. It was estimated that over 50 percent of the families in this particular county had incomes below the OEO definition of poverty-level earnings.

Enrollee entry was facilitated by means of extensive publicity as well as some advertising. It was also promoted locally be means of church bulletin announcements and at teacher meetings.

Eligibility was based on family need. It was determined by the size of the potential enrollee's household in relationship to family income, and by consideration of the family's history of illness and/or disability.

The program director sought to provide special assistance to youth with delinquency and disciplinary problems and a history of truancy. Most enrollees were from 1-parent households that featured severely overcrowded living conditions. Most adults in the enrollee's home were unemployed.

Once selected, the enrollees attended group orientation conducted by the

program director. At that time, each enrollee was furnished a printed code of conduct.

The school system provided all of the jobs necessary to accommodate the enrollees. The main criteria for matching enrollees to work assignments was the students' class schedules.

Job training was the responsibility of the enrollee's work supervisor. A staff member attempted to visit each enrollee once a week for an informal conference (enrollee monitoring). Personal counseling also was done on a relatively informal basis, with the most frequently discussed subject being money matters.

The young people were understandably eager to receive their weekly paychecks, and the program staff members were prompt to distribute the checks precisely at the prescribed time.

The staff also made a very positive effort to develop a sense of pride and dignity in the enrollees, and attempted to cultivate in them a "team" camaraderie through use of such things as NYC certificates issued at graduation time and T-shirts with bold "NYC" imprints.

• AN AREA OF EMPHASIS

COMMUNITY RESPONSIBILITY

AN AREA OF EMPHASIS

The community responsibility strategy places maximum emphasis on the utilization of existing community resources. This includes development of a network of reciprocal services with other agencies and active community participation by the enrollees.

The objective of this alternate strategy is to increase the disadvantaged youth's knowledge of his community—the 'system'—and how it operates. The resulting greater awareness of additional services and other benefits offered throughout the community provides the enrollee with the opportunity to become a producer as well as a consumer of services.

Among the anticipated outcomes of the community responsibility emphasis are: a knowledge and initiative on the part of the enrollee to succeed; development and acceptance of a sense of responsibility by the enrollees to themselves and the community; and a working knowledge of community action lines.

Six components are integral to the successful implementation of the community responsibility strategy, and increased exposure to the community 'system' is an important factor in each of these activities.

ENROLLEE ENTRY

An active referral network of community agencies identify, inform and attract suitable young people to this program. The abilities, interests and needs of the prospective enrollees are assessed jointly by those agencies familiar with them. Applicants who are found to be ineligible for the NYC In-School program, but who still require special assistance, should be referred to the appropriate local agency. In this way, a reciprocal arrangement may be established with other community agencies who, in turn, will refer prospective applicants to the NYC program staff.

Selection of enrollees from among the eligible applicants is done by measuring their relative probability of failure due to educational, behavioral or family problems. Those applicants with the greatest apparent potential for failure should receive first priority.

Assessment is a team process involving all agencies with which the prospective enrollee has been involved. The enrollee may be included in the discussion group at the time of assessment.

EMPLOYER ENTRY

The emphasis in this phase is placed on providing each enrollee with the opportunity to gain several different work experiences within the community 'system.' Staff members should contact potential employers often to inform them of program activities and the role they may play in the team effort. Several factors determine the selection of employers, including: his ability to deal with young people; his commitment to spend time with the enrollee in teaching him methods of success; an ability to make the enrollee feel he is a contributing member of a team; and a willingness to build flexibility into the jobs he provides and to accept job rotation as a means of increasing enrollees' knowledge of the "system."

Employer assessment is accomlished by writing job specifications which may be altered as the needs and interests of the enrollee change. Jobs should be upgraded based on individual accomplishments.

MATCHING AND ALIGNMENT

For the purpose of broadening each enrollee's exposure to the various aspects of the community, planned job rotation is an important element of matching and alignment. Enrollees also learn to participate in the community by working as part of an agency's team.

As much as possible, jobs are tailored to the interests of the enrollee. The resultant variety of work-sites is also advantageous to the enrollee.

Volunteer service to the community also is taught in this program as a means of increasing general community awareness and stressing the importance of accepting responsibility.

Favored work-sites are those in agencies which are youth-oriented or which youth have helped develop. Enrollees may acquire increasingly larger responsibilities in areas such as neighborhood centers, day-care facilities, legal aid or with human relations councils.

Workmanship training is conducted by program staff members and work supervisors on an individual basis, for the most part. The instruction should emphasize proper work habits as well as access routes for additional training or to obtain services from particular agencies.

COUNSELING

Individual and group counseling may be used to initiate the enrollee into the 'system' via work experience, guide him through it, and assist him in learning to make the 'system' operate effectively. Counseling also is helpful in enabling the enrollee to understand his interest areas and individual potential and to encourage him to take the initiative in becoming a successful contributor to the community.

Counselors must be readily available to assist the enrollee as the need arises.

Individual counseling works well in supporting and encouraging the enrollee and in isolating problems. Group counseling provides enrollees with a setting to exchange ideas and experiences. Special sessions may be held using personnel from other agencies if necessary.

In a sense, counselors become enrollee advocates. They must attempt to assure that enrollees needing particular services do, indeed, receive them from the appropriate agency.

SUPPORTIVE SERVICES

Although no supportive services need be directly provided by program staff members, the staff must explain to the enrollees what services are available throughout the community, and which agencies provide them. The specific means of obtaining these services also must be defined for the enrollees' benefit. Program staff should help arrange for services through referral activity.

Cooperating agencies may wish to assemble an informal network to assure that their many resources are commonly understood and made as widely available as possible.

COMMUNITY LINKAGES AND PUBLIC RELATIONS

The director may serve as an expeditor of innovation, uniting community support for certain projects. Program staff should be selected, in part, because they are accepted and respected within the community, and thus will be additionally helpful in formulating community linkages. Both staff and enrollees become increasingly involved in community activities. In sharing

each other's experiences the enrollee in particular develops a greater awareness of his community and its many available services. Community linkages should extend to all levels of adjoining agencies and organizations.

SUMMARY

The community responsibility strategy has the capacity to build a social and supportive network through which disadvantaged youth may learn "access routes" to success within the community system. Community agencies may wish to form reciprocal service agreements for the betterment of all.

Enrollees are selected on a basis of greatest potential to fail, highest degree of need, and limited access to those community resources that afford personal improvement opportunities.

To be eminently successful, this program requires widespread cooperation from the community and its service agencies.

EXAMPLE

This example of the community responsibility area of emphasis is an amalgam of two almost identical programs, both of which stressed the enrollee's social development and the cultivation of his ability "to work within the system."

One of the two programs was being implemented in a largely rural area, while the other centered in an urban locale (a city of about 40,000). In both instances, there was a shortage of available jobs. The urban situation was further complicated by racial stress as well as economic decline.

The objective of the community responsibility strategy is to impart to the enrollee a greater awareness of his community, thus enabling him to gain access to those services that so frequently are available to improve even the most difficult lifestyle.

Enrollee entry in this program was accomplished through contact with various community agencies, and directly "from the street." Final selection was based on staff judgement of which among the applications had the strongest probability of failure. Those selected had educational, behavioral and family problems.

In employer entry, the program sought community-service work assignments and other forms of employment. Menial or routine jobs were avoided as much as possible in favor of more purposeful job assignments including community work in areas such as drug clinics, welfare agencies, day-care centers, alternative educational programs (for other enrollees, etc.), and community action program agencies.

A coalition of about 20 community agencies and services had been developed in the urban setting, primarily to assist the community's poverty-level residents. Enrollees in the program were drawn into the coalition setting naturally, both to fulfill their work assignments and to become involved in community self-help functions. The end result was a strong influence on strengthening each enrollee's feeling of being needed.

Not all jobs, however, in this example were direct community-service type assignments.

One of the innovative features of this example was the continuous emphasis placed on counseling. Enrollees were exposed to advocacy, group, office, and special counseling. Two psychiatric social workers worked as a team two

days a week to assist enrollees and staff still further in this phase. (One of the psychiatric workers was a former enrollee.)

In the supportive services area, the enrollees were exposed to remedial education, one of several aspects of the program that combined to strengthen the enrollees' educational achievement level and make him more employable. Special instruction also was provided in such subjects as planned parenthood, drug prevention, legal aid, welfare rights and vocational opportunities.

Counselors attended disciplinary hearings that involved enrollees.

ACADEMIC SKILLS

AN AREA OF EMPHASIS

This alternate strategy emphasizes a close relationship between the program and the local educational system. It is designed to help enrollees remain in school, do better academically, relate academic experience to possible career opportunities, and strives to encourage the enrollee to continue his education at some higher level. Basically, it seeks to improve a disadvantaged youth's abilities by improving his academic skills. It is predicated on the belief that a better education will lead to increased potential in the labor market.

The program must determine what will challenge individual enrollees to perform better academically, and it must seek to nurture an enrollee commitment to achieve definite educational goals. The sponsoring agency, the program director, his staff, and the local school system(s) must view this program as an integral feature of the total educational activity and as a viable part of vocational education.

Disadvantaged youth who enter and complete the program should be expected to complete high school, develop more positive self-images as a result of their academic achievements, and increase their levels of academic and career aspiration.

EMPLOYER ENTRY

The selection of suitable employers and development of job specifications should be undertaken with the aim of providing the enrollees with a meaningful educational experience as well as the vehicle to supplemental income. It is important that the enrollee's job tasks promote further academic progress.

Program staff members should consider the following criteria in selecting suitable employers: 1) The work supervisor's ability to deal with enrollees; 2) The employer's commitment to train the enrollees; 3) The purpose and challenge of proposed jobs; 4) The degree to which students would be accepted into the program; 5) The employer's willingness to go beyond the minimum standards in assisting the enrollee; 6) The willingness of the employer to offer his facility as a tour site for other enrollees.

Development of job specifications is presented to the work supervisor as a continuous routine. In this way, the specifications may be modified and upgraded by mutual consent as the enrollee progresses on the job.

EMPLOYER ORIENTATION

Using group orientation, work supervisors must be advised that the enrollees are to be considered as students, work experience is to be viewed as a "job-testing" laboratory, work experience should be related to school and job upgrading is important as enrollees learn basic behaviors and skills.

The orientaton session may be conducted on an informal basis, with less emphasis placed on procedural matters. The work supervisor must keep in mind that the enrollees are students and not regular employees.

MONITORING

All parties involved in this alternate strategy may participate in the monitoring efforts, including work supervisors, program counselors, teachers and school counselors. Program counselors ought to have regular visits with the work supervisors and school counselors to assess enrollee progress and determine special assistance requirements. The program counselor, the school counselor and the enrollee may jointly review academic progress. And finally, monthly meetings between program staff members and appropriate

school counselors may be helpful for in-depth review of the enrollee's academic performance.

COUNSELING

Both individual and group counseling techniques may be utilized. Counseling should include planned instruction in learning to help solve personal and social problems. If necessary, do not hesitate to refer the enrollee to appropriate school personnel for additional counseling.

Weekly counseling sessions may take any of the following forms:

- Advocacy counseling which usually is supportive and encouraging in approach, and is conducted on an individual basis.
- Group counseling which uses group dynamic techniques in a formal manner. Programmed materials may be used as lessons in areas of enrollee concern.
- Office counseling could be conducted on a bi-weekly basis with individual enrollees. These brief sessions may be helpful in determining the enrollee's reaction to his progress.
- Special counseling sessions may be scheduled infrequently and should involve outside individuals and perhaps outside organizations as additional participants.

Enrollees should be encouraged to consult with school counselors and other school personnel who can provide needed additional services. After referring the enrollee with academic or school-related problems to the appropriate school individual, the program counselor must follow-up to assure that mutually satisfactory action is taken.

SUPPORTIVE SERVICES

Special services that are supportive in nature include: Remedial education services provided or arranged by the program; and work credit arranged by the program in cooperation with the school. Both services are provided, or arranged, as needed by enrollees to enable them to maintain themselves in school and the program.

Where remedial education services are provided by the school, program counselors must assure that enrollees receive such services when needed. In the absence of remedial education services in the school curriculum, the program staff members may:

- Use school assessments or academic placement tests to determine which enrollees need remedial assistance and in what areas.
- Attract volunteer teachers and other individuals in the community and/or other enrollees to work with certain enrollees in appropriate areas.
- Provide staff-administered remedial services on an individual or group basis depending on the needs of the enrollees.
- Continue these services until the enrollee's teacher or school counselor indicates sufficient progress has been made.

The program staff also may make arrangements with the school to allow enrollees to receive school credit for working. Generally, representatives of

the school board, the program staff, work supervisors and the enrollees mutually determine what constitutes acceptable work performance for credit. As part of the monitoring activities, work supervisors and counselors verify employment, evaluate enrollee performance and submit these reports to appropriate school personnel.

POINTS TO REMEMBER

It must be kept in mind that this alternate strategy emphasizes the close relationship between the program and the local educational system. Eligible applicants with educational problems are selected on a basis of greatest need. Assessment for eligibility is based on information supplied by the applicant's respective school and by test results as well as personal interview. The school/work plan developed during assessment must stress the relationship between academic achievement and future employability.

In outreach and recruitment, program staff members may rely on referrals from school superintendents, principals, teachers, and counselors. Poor attendance, low grade averages and disciplinary problems are determining factors in selection of applicants. Program counselors and school counselors should jointly review psychological and aptitude test results and the educational records of each enrollee during assessment.

A selection committee may make the final determination of enrollees. In addition to the program director and the counselor, the committee could include certain school personnel.

Orientation activities usually are conducted in group settings. During orientation, the program staff should stress the relationship of work experience to academic activity, and the value of further education in securing a job. Counselors encourage enrollees to use the services and resources available within their respective schools. The counselors should assure that the schools provide these available services to enrollees when necessary.

SUMMARY

The academic skills strategy is designed to improve a disadvantaged youth's abilities by improving his academic skills. For the program to operate successfully, staff members and school district personnel must view it as an educational effort that is closely related to vocational pursuits. Enrollees are students who are encouraged to relate their academic programs to work experiences in productive fashion. The program may be incorporated into the school system structure as part of the vocational-technical curriculum. Staff members and school personnel must work closely with one another, and the program should receive full support of the school system's resources. Work supervisors must adhere to the "student-worker" concept. Program staff members conceivably could be drawn from the school system's faculty and administration.

EXAMPLE

This example of the academic skills strategy combined salient points from four separate programs. The major portion of the example is drawn from an urban program located in a major midwestern city. It had more than 800 enrollees during 1972-73.

Some of the programs were especially effective in the local school program by providing remedial education services not offered as a regular part of the school curriculum. The programs enlisted wide community support.

One program was entirely integrated within the public school system. As

such, it became a related feature in the normal learning process. The staff members were drawn largely from the school system.

Jobs were selected in terms of their positive effect on enrollees' interest in school. Data processing departments, local hospitals, technical laboratories and skilled trade areas were among the many job locations.

The counseling phase capitalized extensively on the resources of the school system, although program counselors handled the initial stages of this activity. Initial counseling by program staff tended to take the form of teaching. Among the subjects "taught" were money management, civil rights, appropriate techniques on how to apply for a job, and basic job performance. The lessons offered by the counselors in these group sessions were developed by the counselors based on their experience with previous enrollees.

Counselors avoided duplicating the counseling service available in the school system. For more specific counseling, the program staff referred the enrollee to an appropriate school counselor. The program counselors always followed up to assure that the enrollees who had been referred to school counselors received the services required.

A series of field trips afforded a further opportunity for development of the enrollees' academic skills. The trips included visits to different employment and educational environments and included discussion of the requirements for obtaining work in those particular areas.

In the assessment of enrollees, program counselors drew heavily upon the resources of the school counseling program. Existing test results, school records and teachers' and counselors' comments were reviewed.

The program also featured a formal follow-up effort designed to provide further evaluation of the effectiveness of the program itself.

CAREER EXPLORATION

AN AREA OF EMPHASIS

This area of emphasis employs direct and indirect techniques to acquaint disadvantaged youth with a variety of career possibilities. In the course of the program the enrollees are familiarized with occupations, work environments, job and training requirements, and advancement possibilities in given job and skill categories.

Basically, the career exploration program is designed to expand a disadvantaged youth's knowledge of career alternatives. It presumes that information about the kinds of jobs available, the requirements to qualify for and hold those jobs, and further responsibilities will lead to more productive career choices by the enrollee.

It is important, in this program, to match the enrollee's interests in specific vocations (or vocational clusters) to available jobs, and to provide the enrollee with job rotation for diversification of work experience thus afforded.

To operate successfully, the career exploration program depends heavily on the cooperation of various employers in the service area as well as extensive vocational counseling. This program helps young people develop vocational plans based on appropriate career choices. It also increase the youth's knowledge of career alternatives and the young person's awareness of varying job requirements and his individual suitability for those jobs.

Five program components are particularly important to the success of this alternate strategy.

ENROLLEE ENTRY

Particular emphasis must be placed on the assessment function in this phase. Assessment attempts to determine the enrollee's individual employment-related ability, his interests and basic attitude toward work, and his knowledge of the working world in general. The school/work plans developed for each enrollee ought to include a sub-plan for career education.

One approach to assessment is informal. The counselor interviews each enrollee to determine abilities and interests, other needs, and work attitude. The counselor usually administers a personal/vocational interest and aptitude inventory test, results of which are used as both an informational and motivational tool.

A second approach involves placing the enrollee in a job prior to assessment. Information generated from the enrollee's experience is then used to supplement test results and personal interview findings in the development of realistic school/work plan.

Individual school/work plans include: school and work schedules; workmanship training; counseling; career education; and supportive services necessary.

Program counselors may administer or arrange to have administered certain tests such as General Aptitude, Stanford Achievement, California Mental Ability Test, OPIS Ability, Kuder Preference, etc. Not each enrollee will require all such tests.

ENROLLEE ORIENTATION

In a sentence, the enrollee's orientation must include a basic introduction to the world of work and what generally is expected of employees. This form of orientation lends itself ideally to group sessions during which the program

counselors, or guest speakers, introduce the enrollees to the world of work.

It is important that the counselors provide enrollees with general information on work habits and norms expected of any employee.

A form of "job fair" might be arranged by the program's staff members to give enrollees the opportunity to become more familiar with the vocations that interest them. Finally, counselors may encourage enrollees to look at interesting but unfamiliar clusters of jobs, rather than specific vocations.

EMPLOYER ENTRY AND ORIENTATION

In order to make this program effective, it is vital to obtain many different employers as well as a surplus of job specifications. This assures the variety of available jobs needed to conduct adequate career exploration.

Employers and work supervisors must be informed that enrollees, as much as possible, will be familiarized with all aspects of the work environment and with the requirements of careers within the enrollee's area of interest. The importance of job rotation, to expose the enrollee to a variety of work assignments, must also be explained thoroughly in this phase.

Counselors should inform potential employers that the program is explorational in nature, and that selection will be based upon the potential number of jobs developed, the suitability of work supervisors, and the willingness on the part of the employer to make use of job rotation as a further means of assisting the enrollee's career exploration.

In orientation activities with the work supervisors, staff members must stress: 1) the value of career exploration, 2) the process of job rotation, 3) the responsibility of supervisors to assure that enrollees are familiarized with all aspects of the work environment and with job requirements in their repsective areas of interest.

MATCHING AND ALIGNMENT

In this phase, assessments and vocational interests are reviewed to arrive at the most suitable and mutually satisfactory job assignment for each enrollee. In order to broaden the enrollee's work experience, regular job rotation is incorporated in the work plan.

Counselors must match enrollees to jobs based also on the enrollee's interest in specific vocations or vocational clusters. Counselors should encourage and arrange job rotation so that enrollees, while working for the same employer, are given different responsibilities and are assigned to varying employers to experience different work circumstances.

Less emphasis need be given to specific workmanship training than to the acquisition of knowledge about various potential careers.

COUNSELING

Both individual or group counseling sessions will deal with the enrollees' cumulative career exploration and related work experience. Counselors may use group sessions to explain and discuss a great variety of subjects. Included might be: the labor market and career opportunity information, job interviewing techniques, testing for employment, writing resumes and filling out applications, community employment resources, developing and maintaining positive co-worker relationships, child labor laws and work permits, and 'how-to-learn' from the job supervisor.

During counseling, enrollees should be exposed to programmed occupational information in written, computer print-out, or audio-visual form. Counselors and enrollees review the materials with the aim of making suitable career choices.

By making appropriate resource material available to regular teachers, counselors may encourage the use of occupational information in the classroom. Field visits may be arranged by counselors to familiarize enrollees with different business or industrial work settings.

Counselors should assist enrollees in making realistic plans regarding their vocational pursuits.

SUMMARY

The career exploration program is designed to expand the disadvantaged youth's knowledge of career alternatives and enable him to select, and plan for, a suitable career keeping in mind individual interests and abilities.

To succeed, the program must entail a variety of employers and a surplus of jobs in a variety of categories. This will permit enrollee exposure to several types of career opportunities. Employers must understand the important nature of job rotation.

Matching and Alignment activities give particular attention to enrollee interest in specific vocations or vocational clusters.

The program's staff members must be trained in the use of programmed occupational information materials and presentation techniques.

Career exploration relies heavily on the wide support of employers in the service area. It operates more easily where a considerable number of different kinds of employers are available. It requires extensive vocational counseling and investment in considerable occupational information materials.

EXAMPLE

A two-county program in southern California made effective use of the career exploration strategy. Its objective was to expose enrollees to career alternatives, to have them make decisions based on those alternatives, and to pursue a course of action consistent with those decisions.

The program, which served 350 enrollees during the 1972-73 academic year, was innovative and successful. The primary sponsors were the county school superintendents.

There were 23 sub-contractors to the program. These sub-contractors were school districts within the service area. At each school, an NYC work-experience coordinator supervised local implementation. The overall effect was a highly efficient "occupational placement service."

For purposes of orientation of staff members and sub-contractors, a detailed operational handbook had been prepared. It listed staff responsibilities and various administrative and procedural standards.

If an applicant was qualified, he would be accepted into the program If not, the staff would attempt to refer him to any other local program that might be able to provide employment opportunity.

Once accepted into the NYC program, an enrollee was encouraged to make a career decision, even a tentative one, so that a constructive course of action

could be planned. Enrollees were free to alter their initial decisions as their career exploration plan progressed.

The program attempted to expose each enrollee to several actual job alternatives in the course of the year. Job rotation facilitated this phase. The jobs themselves offered a relatively wide choice of career exploration.

A counselor was always available to offer advise and guidance to the enrollee. Since the program is an integral part of the educational system, a direct relationship to the enrollee's individual curriculum was developed. The program drew heavily on school resources for enrollee assessment, vocational interest testing, and group orientation to the "world of work."

Among unique services provided by the program was a mobile career counseling activity. Using two specially-equipped mobile vans, staff members visited the various high schools periodically to permit interested students to learn more about career alternatives. The vans were outfitted with audio-visual equipment that graphically portrayed some 500 alternative careers. Pamphlets on career alternatives also were made available at the vans.

In employer entry, staff members developed an excess of prospective jobs to assure a variety of alternatives. a job order form was used to make contact with prospective employers.

• AN AREA OF EMPHASIS

WORKMANSHIP TRAINING

AN AREA OF EPHASIS

The workmanship training strategy emphasizes development of good work habits and attitudes, and an understanding of the general responsibilities of the employee. The result is an awareness of the basic elements of successful job performance.

Specifically, the workmanship training program is designed to increase the disadvantaged youth's knowledge of work norms and habits. It presumes that good work habits, an ability to get along with the supervisor and co-workers, and adherence to work norms are necessary conditions of employability.

As they participate in this program, enrollees will develop realistic expectations about the working world. They also will acquire a sense of pride and responsibility through increasingly successful job performance. Program staff members may define work habits, norms and responsibilities during enrollee orientation, and work assignments may be distributed to enrollees at the conclusion of the orientation session. In addition, three program components carry special importance in the effective implementation of this program.

EMPLOYER ORIENTATION

The central theme of this phase is to provide good adult models for enrollees to imitate, so far as work habits are concerned. Work supervisors may serve as these models and demonstrate desired conduct.

The director may conduct any group orientation activities for work supervisors. Individual sessions are held by program staff members. Work supervisor orientation subjects include: purpose of the program, administrative proceudres, responsibilities of work supervisors, and how to deal with disciplinary problems. In the category of responsibilities, common points of emphasis would include proper supervision, fair treatment of enrollees, correct time reporting, and recognition of the enrollees as quasi-apprentices rather than full-time employees. Orientation may be divided into a general session and various individual sessions at which the enrollee, too, may be present.

MATCHING AND ALIGNMENT

It is important to make a conscientious attempt to assign each enrollee to a job situation that fits his interest areas as best as possible. However, the opportunity for him to gain work experience and learn correct job habits and norms is perhaps more important to his future achievements.

Key factors in assignment will include: the enrollee's class schedule; supervisor requests, if any, for a particular enrollee; availability of transportation; and the physical and mental ability of the enrollee. Enrollee input in matching and assignment generally is not extensive.

Alignment activities are informal and stress behavior on the job and the responsibilities the employee has to his employer.

MONITORING AND COUNSELING

Monitoring should examine carefully the enrollee's progress in terms of development of desired work habits. Individual counseling may take place on an "as needed" basis.

Generally, counselors make monthly work-site visits to discuss enrollee progress with work supervisors. These evaluations become the basis of later counseling sessions at which the principals review work performance and progress, discuss any problems that have arisen, and attempt to solve these problems.

Group counseling will cover such areas as outside interferences with work, work behavior, possible problems with work supervisors, and money and time management.

Individual counseling will deal with such subjects as job performance, relationships with co-workers, and personal hygiene and grooming. Vocational interests and the possibility of progressing to higher education or vocational training also may come up in either counseling session.

SUMMARY

The workmanship training strategy is designed to increase the disadvantaged youth's knowledge of desired work habits and norms. The work supervisor serves as an adult model against which the enrollee may pattern his work habits.

Actual job assignment is not so important as the transfer of knowledge concerning proper work behavior.

Enrollees should be treated as quasi-apprentices developing their skills of good work habits, rather than as full-time employees. Workmanship training may be utilized in an area where few employers are available. It does not require an extensive staff or large material resources.

EXAMPLE

The workmanship training strategy was used successfully by a program located in a sparsely populated and exceptionally large multi-county area in a western state. Approximately 120 young persons were enrolled in the program during the 1972-73 academic year.

The program was distinguished through its continual emphasis on basic employee responsiblities and fundamental work habits. Included in this emphasis was instruction in work training, punctuality, proper on-the-job wearing attire, and employer expectations relative to the employee. These aspects were stressed throughout the program.

Due to the unusually large size of the area being served by the program the staff included 14 part-time assistant program directors located in the high schools within the service area. The assistant directors were required to prepare and submit to the main office monthly program progress and general evaluation reports.

Because of geography, counseling was conducted at the 14 out-lying schools. Since the program was closely integrated into the local schools, many school resources were utilized including school counselors. Certain mental health agencies also provided counseling support.

The program sought prospective enrollees from broken homes or who were foster children. The oldest eligible young people were selected first. Another of the program's objectives was to stimulate participation by local adults who were agreeable to accept the role of "enrollee benefactor."

Many work assignments were the result of the ingenuity of the director or other adults involved in the program. Enrollees were encouraged to offer work assignment ideas.

The program continually attempted to instill a purpose in the enrollees, build self-discipline when it came to work habits, and create a greater sense of pride.

The employers and supervisors were given manuals that explained their administrative responsibilities and how to conduct their respective phases of the program with effectiveness.